DOCUMENT RESUME

ED 030 786 AC 003 321

By-Smith, William J. J.
Report of the Berkeley Parent Education Workshop (July 20-29, 1967).
California State Dept. of Education, Sacramento. Bureau of Adult Education.
Pub Date 68
Note-95p.
EDRS Price MF-$0.50 HC-$4.85
Descriptors-Adolescents, Audiovisual Aids, Bibliographies, Changing Attitudes, *Communication (Thought Transfer), Discussion Groups, *Group Dynamics, *Leadership, Mexican Americans, Migrants, *Parent Education, Preschool Children, Program Evaluation, Spanish Speaking, *Workshops
Identifiers-Parent Teachers Association

In 1967, the California Congress of Parents and Teachers (PTA) and the Bureau of Adult Education of the State Department of Education conducted a ten day parent education workshop designed to help the participants understand how group dynamics functions to develop individuals to act as leaders in home and community. Lecturers addressed themselves to the PTA story, leadership and communications, processes helping and hindering communications, communication across generations and cultures, communication and attitude change, and the problems created by the evergrowing population in California of Mexican Americans, many of them migrants. Service committees reported on mechanical aspects of running the workshop. Study groups gave reports of their discussions of leadership and communication between parents and preschool and school age children, problems and needs in parent education, use of community resources, effective communication in the PTA unit and the community, and family life education. Appended is the full text of a speech by Eugene Gonzales on understanding the Mexican American--problems of the bilingual child, myths that should be exploded, the 60-80,000 migrant children in California, and education as the means to break out of the barrios. (eb)

ED030786

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Report of the Berkeley Parent Education Workshop

July 20-29, 1967

Prepared for the

BUREAU OF ADULT EDUCATION
CALIFORNIA STATE DEPARTMENT OF EDUCATION

by

William J. J. Smith
Consultant in Adult Education

AC003321

FOREWORD

Since 1954, the California Congress of Parents and Teachers, Inc., and the Bureau of Adult Education, State Department of Education, have combined resources to design and operate leadership training workshops for lay and professional parent education leaders. In even-numbered years these workshops have been held in conjunction with the Santa Barbara Workshop in Adult Education. With the exception of 1957, the workshops in the odd-numbered years have been exclusively parent education workshops and have been held in the northern part of the state. The goals for the participants have been subject matter knowledge, effective attitudes, and the development of action programs.

A parent education workshop is designed to be "an experience." By living and working together in close relationships for a ten-day period the participants are helped to understand how group dynamics functions to develop individuals who are then better equipped to act in leadership roles in their homes and communities. The workshop format aims to provide opportunities to share experiences, to pool knowledge, to develop skills, and to improve personal attitudes. Competent lecturers provide current subject matter on a range of topics important to parents today. Study group leaders help the participants to apply this knowledge to the goals set forth at the beginning of the workshop. The philosophies and theories of group dynamics are practiced by the participants in their discussions and in later demonstrations. The workshop is a blend of effective teaching-learning techniques, which are used within a goal-directed framework to stimulate the participant to a commitment for parent education in his home community.

The California Congress of Parents and Teachers, Inc., encourages the workshops through a scholarship program. The scholarships given to individuals throughout the state enable these active people to leave family and professional responsibilities for a ten-day period to engage in the teaching-learning process of the workshop. This investment in people pays handsome dividends to schools and communities in the form of more effective family living and much improved communication between the schools and their clients.

Max Rafferty

Superintendent of Public Instruction

PREFACE

The success of any workshop depends upon the leadership and cooperative efforts of the organizations involved and upon the quality of the individual participants.

Acknowledgment is made to the staff members of the three cooperating agencies which joined hands to arrange for the workshop. The California Congress of Parents and Teachers, Inc., the University of California Extension Division at Berkeley, and members of the staff of the Bureau of Adult Education all exhibited good teamwork to make the workshop possible.

The workshop does not always exert its most significant influence upon the participants while they are attending the sessions. Frequently, the benefits are observed by the individuals after the workshop has ended; when participants are in their various communities, the dividends appear in the form of changed attitudes and more effective action techniques.

EUGENE GONZALES
Associate Superintendent of
Public Instruction; and Chief
Division of Instruction

STANLEY E. SWORDER
Chief, Bureau of Adult Education

CONTENTS

FOREWORD iii

PREFACE v

PART I -- PARTICIPANTS IN THE WORKSHOP

Cooperating Agencies 3

The Workshop Staff 3

Guest Lecturers 3

Workshop Service Committees 4

Workshop Study Groups 5

Directory of Participants 6

PART II -- THE GENERAL SESSIONS OF THE WORKSHOP

Résumé of Schedule 10

Opening Session, Afternoon, July 20 12

"The PTA Story," Morning, July 21 14

Keynote Session, Evening, July 21 16

"Processes Helping and Hindering Communications," Morning, July 22 . . 18

"What Are We Communicating?" Morning, July 24 20

"Communication and Attitude Change," Evening, July 24 22

"Communication Across Cultures," Morning, July 25 23

"Personal and Interpersonal Problems in Communications," Evening, July 25 25

"Leadership and Communication," Morning, July 26 26

"The Need for Communication Between Youth and the Aged," Evening, July 26 27

"Leadership and Communication," Morning, July 27 28

"Meanwhile Back at the Barrio, or, How to Understand the American of Mexican Descent Without Really Trying," Evening, July 27 30

"Growing Up Poor," Morning, July 28 32

PART III -- REPORTS OF SERVICE COMMITTEES AND STUDY GROUPS

The Service Committees 35

Reports:

Audio-Visual 37
Coffee and Snack Breaks 39
Evaluation 40
General Session Chairman Selection 44
Library 46
Materials and Displays 48
Program Planning 49
Publications and Reports 50
Recreation 51
Transportation and Hospitality 52

The Study Groups 53

Reports:

Preschool 53
School Age 65
Adolescent:
  Subgroup on Problems and Needs in Parent Education 69
  Subgroup on Utilization of Community Resources 70
  Subgroup on Using Effective Communication in the PTA Unit and Community 73
  Subgroup on Family Life Education 78

APPENDIX -- FULL TEXT OF TALK BY EUGENE GONZALES AT THE JULY 27 EVENING SESSION 83

PART I

Participants in the 1967 Parent Education Workshop

1967

PARENT EDUCATION WORKSHOP

Cooperating Agencies

Bureau of Adult Education, California State Department of Education
California Congress of Parents and Teachers, Inc.
University of California Extension, Berkeley

Workshop Staff

Mrs. R. W. Bittle, Preschool Chairman, Parent and Family Life Education, California Congress of Parents and Teachers

Mrs. Harry Capis, Chairman, Elementary Education, California Congress of Parents and Teachers

Eugene DeGabriele, Consultant in Adult Education, State Department of Education

John Enos, Instructor, Sociology, History, and U. S. Government, Richmond Unified Schools

Mrs. Frances Miller, Director, Family Education Service, San Francisco Unified School District

Mrs. Frances Sherman, Coordinating Teacher of Parent Education and Family Living, Oakland Unified School District

William J. J. Smith, Consultant in Adult Education, State Department of Education

Mrs. S. O. Thorlaksson, Jr., Director, Parent and Family Life Education, California Congress of Parents and Teachers

Guest Lecturers

Principal Lecturer:
Mrs. Jane Zahn, Professor of Education,
San Francisco State College, San Francisco

Other Guest Lecturers:

Milton Babitz, Assistant Director of Compensatory Education, State Department of Education, Sacramento

Eugene Gonzales, Assistant Superintendent of Public Instruction, State Department of Education, Los Angeles

James E. Jensen, Head, Education Extension, University of California, Berkeley

Lawrence E. Koehler, Consultant in Adult Education, State Department of Education, Sacramento

Stanley E. Sworder, Chief, Bureau of Adult Education, State Department of Education, Sacramento

Staten W. Webster, Assistant Professor of Education and Supervisor of Teaching, University of California, Berkeley

Workshop Service Committees

Audio-Visual

Mrs. Donald K. Nergord (Chairman)
Richard L. Beattie
Mrs. Betty W. Smith
Mrs. Frank E. Wills

Coffee Break

Mrs. A. Elgin Heinz (Chairman)
Mrs. William Gerlach
Mrs. Jean E. Harrison
Mrs. Richard E. King
Mrs. Raymond O. McDonnell

Evaluation

Mrs. Eleanor V. Redack (Chairman)
Mrs. R. W. Bittle
Mrs. Harry Capis
Mrs. William Goold
Mrs. Frederick A. Mehrten
Mrs. Robert C. Weil

General Session Chairman Selection

Mrs. Bertram Johnson (Chairman)
Mrs. Dorothy M. Blaine
Mrs. Ruth G. Earhart
Mrs. Mary R. Garman
Lucille Pazandak

Library

Mrs. Sylvia Hoskins (Chairman)
Mrs. John W. Fitzgerald
Mrs. Isabelle Metz
Mrs. Ruth J. McArthur
Mrs. Ernest Ross
Mrs. Paul E. Stange
Mrs. Earl Strowbridge
Mrs. Freda Thorlaksson

Materials and Displays

Mrs. Joanne D. Eccleston (Chairman)
John William Ax
Mrs. Bernard W. Fuller
Mrs. Barbara Hoyt
Mrs. T. E. Roberts, Jr.

Program Planning

William J. J. Smith (Chairman)
Mrs. R. W. Bittle
Mrs. Harry Capis
Eugene DeGabriele
John Enos
Mrs. Frances Miller
Mrs. Frances Sherman
Mrs. Freda Thorlaksson

Publications and Reports

Mrs. John E. Melville (Chairman)
Mrs. Pauline E. Hawk
Mrs. Yuri L. Hiroto
Mrs. James Lesovsky
Mrs. Patricia McCorkle
Mrs. Dorothy Paul
Mrs. Eldon A. Wolf

Recreation

Mrs. Marie F. Meursinge (Chairman)
Mrs. Miriam Goldsmith
Mrs. L. W. Jaeger
Mrs. W. Don Jarvis
Mrs. Margaret D. Noland

Transportation and Hospitality

Mrs. Elizabeth R. Wright (Chairman)
Eugene M. DeGabriele
Mrs. Audra Ivie
Mrs. Beverly Jean Lamarra
Mrs. Nancy J. Liggett
Mrs. Thomas W. Monahan

Workshop Study Groups

Preschool

Mrs. Frances Sherman (Leader)
Mrs. R. W. Bittle
Mrs. Bernard W. Fuller
Mrs. Mary Garman
Mrs. Miriam Goldsmith
Mrs. Jean E. Harrison
Mrs. Sylvia Hoskins
Mrs. W. Don Jarvis
Mrs. L. W. Jaeger
Mrs. Richard E. King
Mrs. Beverly Jean Lamarra
Mrs. Nancy J. Liggett
Mrs. Patricia McCorkle
Mrs. Raymond O. McDonnell
Mrs. Marie Meursinge
Mrs. Thomas W. Monahan
Mrs. Margaret D. Noland
Lucille Pazandak
Mrs. T. E. Roberts, Jr.
Mrs. Betty W. Smith
Mrs. Earl Strowbridge

School Age

Mrs. Frances Miller (Leader)
Mrs. Dorothy M. Blaine
Mrs. Harry Capis
Mrs. Yuri L. Hiroto
Mrs. Barbara Hoyt
Mrs. James E. Lesovsky
Mrs. Ruth J. McArthur
Mrs. Ernest Ross
Mrs. Paul E. Stange
Mrs. Frank E. Wills

Adolescent

John Enos (Leader)
John William Ax
Richard L. Beattie
Mrs. Ruth G. Earhart
Mrs. Joanne D. Eccleston
Mrs. John W. Fitzgerald
Mrs. William Goold
Mrs. Pauline E. Hawk
Mrs. A. Elgin Heinz
Mrs. Audra Ivie
Mrs. Bertram Johnson
Mrs. Frederick A. Mehrten
Mrs. John E. Melville
Mrs. Isabelle Metz
Donald K. Nergord
Mrs. Dorothy V. Paul
Mrs. Eleanor V. Redack
Mrs. S. O. Thorlaksson
Mrs. Robert C. Weil
Mrs. Eldon A. Wolf
Mrs. Elizabeth R. Wright

Directory of Participants

John William Ax
Box 1053
Portola, Calif.

Richard L. Beattie
1333 Adams Street
Salinas, Calif.

Mrs. R. W. Bittle
3135 Friendswood
El Monte 91733

Mrs. Dorothy M. Blaine
20336 E. Badillo
Covina, Calif.

Mrs. Harry Capis
Rt. 1, Box 239
Acampo 95220

Mrs. T. L. Davies
1650 Law Street
San Diego 92109

Mrs. Ruth G. Earhart
123 So. College St.
LaHabra 90631

Mrs. Joanne D. Eccleston
1232 El Cerrito Cir.
South Pasadena 91030

Mrs. John W. Fitzgerald
1826 Dorothea Street
Visalia 93277

Mrs. Bernard W. Fuller
2432 So. Court
Palo Alto 94301

Mrs. Mary R. Garman
N. McPherrin Ave.
Monterey Park, Calif.

Mrs. William Gerlach
401 West J Street
Ontario 91762

Mrs. Miriam Goldsmith
1901 E. Michelle St.
W. Covina 91790

Mrs. William Goold
5430 Del Rio Rd.
Sacramento 95822

Mrs. Jean E. Harrison
3412 San Carlos Way
Sacramento, Calif.

Mrs. Pauline E. Hawk
Rt. 1, Box 200
Holtville, Calif.

Mrs. A. Elgin Heinz
53 Everson Street
San Francisco 94131

Mrs. Yuri L. Hiroto
10567 Haverly Street
El Monte 91731

Mrs. Sylvia Hoskins
5128 Manhasset Dr.
San Diego 92115

Mrs. Barbara Hoyt
1900 Spring Way
Bakersfield, Calif.

Mrs. Audra Ivie
1504 Elva Ave.
Compton, Calif.

Mrs. L. W. Jaeger
P. O. Box 2602
Fullerton 92633

Mrs. W. Don Jarvis
965 Maltman Ave.
Los Angeles 90026

Mrs. Bertram Johnson
2195 Fourth Ave.
Sacramento 95818

Mrs. Richard E. King
19 Hernandez Ave.
Los Gatos 95030

Mrs. Beverly Jean Lamarra
19035 So. Ibex
Artesia, Calif.

Mrs. E. James Lesovsky
7853 Fairchild Ave.
Canoga Park 91306

Mrs. Nancy J. Liggett
5211 E. Burnett St.
Long Beach 90815

Mrs. Ruth J. McArthur
1314 Coffee Rd.
Modesto, Calif.

Mrs. Patricia McCorkle
2912 Alta Vista Dr.
Newport Beach 92660

Mrs. Raymond O. McDonnell
7 Aquavista Way
San Francisco 94131

Mrs. Frederick A. Mehrten
635 Barberry Lane
San Rafael 94903

Mrs. John E. Melville
8726 Villanova
Los Angeles 90045

Mrs. Isabelle Metz
1321 N. Sequoia
Lindsay, Calif.

Mrs. Marie F. Meursinge
440 Foothill Ave.
Sierra Madre 91024

Mrs. Thomas W. Monahan
5913 Graywood Ave.
Lakewood, Calif.

Donald K. Nergord
361 Elwood
Salinas 93901

Mrs. Margaret D. Noland
8556 Oak View Lane
Fair Oaks 95628

Mrs. Dorothy V. Paul
2385 Colgate Dr.
Costa Mesa 92626

Lucille Pazandak
2890 Calif. Street
San Francisco, Calif.

Mrs. Eleanor V. Redack
2455 Crest View Dr.
Los Angeles, Calif.

Mrs. T. E. Roberts, Jr.
13265 Lindo Lane
Lakeside 92040

Mrs. Ernest Ross
3893 N. Neece
Corona 91720

Mrs. Betty W. Smith
4436 Stansbury Ave.
Sherman Oaks 91403

Mrs. Paul E. Stange
131 Combs Lane
Vallejo 94590

Mrs. Earl Strowbridge
3011 Elmwood Ave.
Stockton 95204

Mrs. Robert C. Weil
3513 Madonna Dr.
Fullerton 92632

Mrs. Frank E. Wills
P. O. Box 36
Maxwell 95955

Mrs. Eldon A. Wolf
1006 Peralta Ave.
Albany 94786

Mrs. Elizabeth R. Wright
7454 Stockton Ave.
El Cerrito, Calif.

Speakers, Directors, or Consultants

Milton Babitz
1320 K Street
Sacramento, Calif.

Eugene M. DeGabriele
721 Capitol Mall
Sacramento 95814

John Enos
6829 Del Monte Ave.
Richmond 94803

Eugene Gonzales
217 W. 1st Street
Los Angeles 90012

James E. Jensen
Director, Extension Services
University of California
Berkeley

Lawrence E. Koehler
721 Capitol Mall
Sacramento 95814

Mrs. Frances Miller
San Francisco Unified
School District

Mrs. Frances Sherman
165 Marlowe Dr.
Oakland 94605

William J. J. Smith
721 Capitol Mall
Sacramento 95814

Stanley E. Sworder
721 Capitol Mall
Sacramento 95814

Mrs. S. O. Thorlaksson
P. O. Box 71
McArthur 96056

Staten W. Webster
University Extension
Berkeley, Calif.

Mrs. Jane Zahn
San Francisco State College

Part II

The General Sessions of the 1967 Parent Education Workshop

GENERAL SESSIONS OF THE 1967 PARENT EDUCATION WORKSHOP

During the workshop period 14 general sessions were scheduled and conducted. They were held in the mornings and evenings and shared the total time allotted to the workshop with discussion sessions scheduled as indicated in the master schedule.

The first general session on Thursday afternoon, July 20, was utilized to orient the participants to the workshop procedures, to answer questions, to point out changes in scheduling, and to deliver the charge of responsibilities to the members. William J. J. Smith chaired the meeting and later met with the chairmen of the various service committees to acquaint the chairmen with their functions during the workshop.

The final Friday evening session of the workshop has been reserved traditionally to dramatize, in humorous and sometimes satiric forms, the proceedings of the general sessions and group discussions. This workshop followed tradition well with several cleverly conceived comic presentations done in a psychedelic theme.

The formal lecture sessions held in the mornings and evenings were designed to bring in guest speakers and lecturers to inform and stimulate the participants and enrich the group discussions. This workshop provided talented people from a wide variety of fields related to Parent Education.

The general session speakers were introduced by workshop participants chosen by the General Session Chairman Selection Committee chaired by Mrs. Bertram Johnson. The general sessions were recorded by participants assigned by the Publications and Reports Committee chaired by Mrs. John Melville.

Questions from the floor and some discussion of the speakers' remarks followed each general session.

A master schedule of time allotments for the workshop was followed. The schedule appears on the next page.

1967 Berkeley Workshop in Parent Education: July 20-29

MASTER SCHEDULE

Date	7:30-8:30	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:30-3:30	3:30-6:00	6:00-7:00	7:30-8:30
Thurs. 20		Enroll & House →			Lunch for Staff	Enroll & House	Gen. Session Charges Direc.	Dinner	Org. Meetings of Sections
Fri. 21	Breakfast	Gen. Session J. Jensen F.Thorlaksson		Sec. Meet.	Lunch	Sec. Meet.	Free	Dinner	Keynote Session S. Sworder
Sat. 22.	Breakfast	Gen. Session J. Zahn	Sec. Meet.	Sec. Meet.	Lunch	1:30 2:30 Sec. Meet.	2:30 to 6:00 Free Time	Dinner	Free Time Recreation
Sun. 23	Breakfast 8 - 9 a.m.	FREE TIME			Lunch 1 - 1:45	FREE TIME - No Dinner Planned			
Mon. 24	Breakfast	Gen. Session L. Koehler	Sec. Meet.	Spec. Film Show	Lunch	Sec. Meet.	Free Time Spec. Show	Dinner	Gen. Session J. Zahn
Tues. 25	Breakfast	Gen. Session J. Zahn	Sec. Meet.	Sec. Meet.	Lunch	Sec. Meet.	Free	Dinner	Gen. Session Staten Webster
Wed. 26	Breakfast	Gen. Session J. Zahn	Sec. Meet.	Spec. Film Show	Lunch	Sec. Meet.	Free	Dinner Banquet or BBQ	Gen. Session E.M. DeGabriele
Thurs. 27	Breakfast	Gen. Session J. Zahn	Sec. Meet.	Sec. Meet.	Lunch	Sec. Meet. Planning Report	Free	Dinner	Gen. Session E. Gonzales
Fri. 28	Breakfast	Gen. Session M.Babitz	Sec. Meet. Plan. Report		Lunch	Sec. Meet.	Free	Dinner	Gen. Session Dramatics Report
Sat.	Breakfast	Reports Committees	Summary Smith		Lunch	HOMEWARD BOUND			

Afternoon General Session, July 20, 1967

Chairman: William J. J. Smith

Speaker: William J. J. Smith

Opening Session: General Instructions and Charge to the Participants of the Workshop

Communication is probably not as well understood as many of us think it is. When we say communication we mean it in its largest, fullest sense. We mean the kind that takes place with more than the simple involvement of speech and hearing between two or more persons. We mean the kind of communication that utilizes sound, sight, motion, gesture, inflection, and even some intuition. It can be defined as the kind of transmission and reception of thoughts and ideas that takes place between two individuals who have known each other for a lengthy period and have reached a plane of complete understanding. In short, we are referring to a two way communication that reaches the deepest consciousness of individuals in an accurate and clearly understandable form.

Good communication is a necessary tool to achieve vision and understanding. Whatever the source of information, if it does not reach the consciousness of the individual, the fundamental purpose of the effort has been missed.

In a workshop like this one we outline the essential task or assignment for all the groups. There is a common assignment for each of us in addition to our specific group assignment. This is to carry back to our own families and communities from this workshop a missionary zeal about effective communication which is manifested in our own work and example as leaders whatever our jobs may be. This task or assignment should be viewed by each of the age level groups in the light of the special needs of that age group. This means that the assignment for each discussion group is the same except for the emphasis that it places on the problems and needs of the preschool child and his parent, the elementary child and his parent, and the adolescent and his parent.

Your assignment will be:

1. To identify the elements which build and reinforce effective communication and the elements which work to inhibit or frustrate effective communication.

2. To relate the child's physical, intellectual, emotional, and sociological maturity to the means of communication which must be used to encourage sound development.

3. To identify the roles parents should play in developing good communication between themselves and their children and between their families and community groups.

4. To the extent possible if you consider them meaningful, evaluate the community agencies and groups which can assist in the strengthening of effective communication.

5. To develop a study program about communication that can be used by parents in their day-by-day contacts with their own and other families.

6. To aim for a concise report on findings in the discussions which can be set down in readable form.

In addition to the foregoing cooperative assignment you are asked to review at least one of the publications in the workshop library and to present your summary of this reading to your group chairman. You should analyze its value to you and indicate how you might use it in your own community efforts.

Morning General Session, July 21, 1967

Chairman: Mrs. Bertram (Lois) Johnson

Speakers: James E. Jensen
Mrs. S. O. Thorlaksson

Recorder: Mrs. E. James Lesovsky

Topic: Where We Are Now and Where We Are Going to Go - In Education

Dr. Jensen, after welcoming the group to the Berkeley campus, suggested the following problems and developments at the University.

1. The University of California Education Division is placing much emphasis upon the preparation of school teachers and school administrators.

2. A continuing education center is one of the projects now under consideration. This center would help disseminate research and resource materials to the public where it would be most useful.

3. Before the continuing education center could become a fact the university planners would have to know what facilities would be needed, what equipment would be desirable, and what expansion capacity would be realistic.

The University has not brought sufficient education to parents. Some preschool training has been done using community leaders. In Richmond some leaders have been trained by virtue of a government grant.

Dr. Jensen indicated that training of this type could and should be a University responsibility. He also indicated a willingness for the University to undertake the training of leaders in P.T.A. work. He said that the Extension Service would be glad to know about ideas emanating from this conference.

Topic: The P.T.A. Story

Mrs. Thorlaksson indicated that Parent Education was in many ways the heart of the program, although many other activities are carried on by the organization.

She pointed out several examples of activities that are initiated or encouraged by the P.T.A.

She listed a few of the activities as follows:

1. Child Observation classes which are sometimes cooperative ventures.

2. Study discussion groups with flexible formats decided by parents.

3. Setting up preschool sections, using structured committees, neighborhood surveys, and suitable publicity.

4. Activities by individual P.T.A. units such as:

    Listing all preschool projects in an area
    Listing publications available
    Setting up well baby clinics
    Sponsoring cooperatively with the adult schools foreign language classes in health
    Language classes for parents in health with the adult schools
    Explaining the Head Start Program
    Sponsoring preschool health programs on Saturday mornings
    Sponsoring preschool eye and ear testing programs
    Stimulating parent participation programs in Parent Education in local parks
    Sponsoring home study groups in consumer education

Mrs. Thorlaksson also reviewed the history of Parent Education Workshops noting that in 1926 there was established a Rockefeller foundation at U. of C. for child welfare. $1.25 was collected from each unit for Child Welfare Laboratories and was later increased to $2 per unit. In 1931 U. of C. assumed control of the program.

In 1954 Parent Education Workshops started with P.T.A. scholarships and has continued until the present workshop in 1967, which is the 13th successive operation.

Evening General Session, July 21, 1967

Chairman: William J. J. Smith

Speaker: Stanley E. Sworder, Chief, Bureau of Adult Education
State Department of Education

Recorder: Mrs. Eldon A. Wolf

Keynote Session

Mr. Smith called the session to order at 7:25 p.m. The following announcements were made.

All evening sessions will begin at 7:15 p.m. Library will be open 6:45 p.m. to 7:15 p.m. each evening and at coffee break time 10:15 a.m. each morning. No additional work for credit would be necessary for the workshop. Transcripts sent to the parent school would assure credit in most cases. The matter of "Methods and Materials" and "Principles" was to be clarified for those taking the workshop for the second time.

Announcement was made by Mrs. Bernard Fuller of the Annual Meeting of the National Council on Family Relations in San Francisco at the Hilton on August 16-19. Registration fee $6. The theme - "Family Communication."

Mr. Smith then introduced the speaker for the evening, Mr. Stanley E. Sworder, Chief of the Bureau of Adult Education. He began by assuring the members of his keen interest in Adult Parent Education and pointed out that this was the 13th annual PTA-Adult Education sponsored workshop. He reminded those present that the so-called professional continually brings to the workshops very qualified experiences to share, thus enriching the workshop for all attending.

Mr. Sworder's definition of a leader was "a facilitator of learning"- one who calls on a variety of media where all senses are used. This experience immediately reaffirms that growth through rich experience had a beginning and an end and begets an intense experience. We contrast rich experiences with those that are drab, thus making them memorable events.

He reminded those present that it is the workshop member's job to carry back to his home those rich experiences gained through effective communication. He listed six main descriptive ideas.

1. All senses need to be strongly involved. Never forget that the eyes, nose and muscles like to be used. By using all of these a good leader can transfer his own intoxication to others, making them feel this marvelous intoxication.

2. A rich experience has a quality of novelty. Students need the spirit of adventure, the feeling of trying something new. Learning requires activity and the need to be immersed or totally involved. Those who seek to identify through others experiences do not develop the "self" but merely exist.

3. A rich experience is marked by an emotional tone. By being either gay or tragic a feeling is conveyed. It is a form of heightened vitality. It is sometimes very difficult for the average teacher who is often middle class to comprehend this extreme value of emotional involvement needed by the socially disadvantaged. What may not be impressive to a well-exposed individual might well be a total, meaningful experience for one who is "unexposed."

4. A rich experience may well be the culmination of other experiences. One may bring with him an awareness, previous experience, or a preparedness to make a new experience rich and rewarding. The mature adult is able to build experience on experience. He is then able to move freely from the known to the unknown.

5. A rich experience brings a sense of personal achievement and creativity. This may often be a peak experience, a high moment, a real feeling of self-discovery. One might refer to it as a "catching on process." Too often the more experienced teacher will, in his eagerness, rob the learner of the privilege of making his own generalization.

6. A rich experience can generate a new experience. It can be dynamic. We ask ourselves "What can we provide?" We can try to give tools and know-how for problem solving. This know-how cannot be gained from a lecture, only from true involvement. We need to remember that no two people will see something the same. Shadings of life must be seen, felt, and experienced.

Mr. Sworder's closing remark: The definition of a rich experience: "Transferable Deposits of Knowledge."

Mrs. Freda Thorlaksson announced that some of the publications would be available following the workshop and urged those interested to sign up. The meeting was adjourned by Mr. Smith at 8:10 p.m.

Morning General Session, July 22, 1967

Chairman: Mrs. Dorothy Paul

Speaker: Mrs. Jane Zahn

Recorder: Mrs. Patricia McCorkle

Topic: Processes Helping and Hindering Communications

Announcements were made by some of the chairmen of the Workshop Service Committees

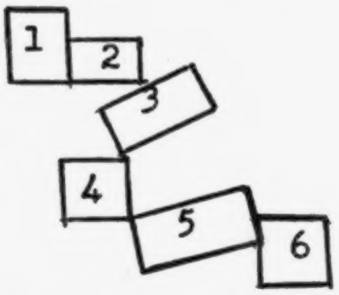
Dr. Zahn introduced the subject by setting up an experiment in giving and receiving directions as follows:

Physical Conditions

1. The direction-giver is seated with her back to the direction-receivers.
2. The direction-receivers are to work silently and may not ask questions.
3. The direction-giver may not use her hands. She may not look to see how the direction-receivers are doing.

What the direction-giver does

1. The direction-receivers had been instructed to take a piece of paper and a pencil and draw the figure described by the direction-giver.
2. The direction-giver describes the figure below:



This experiment is an example of one-way communication where there is no feed-back. Time: 3½ minutes.

The experiment was then repeated with the following changes:

1. The direction-giver faces the direction-receivers.
2. The direction-receivers may ask the direction-giver all the questions they wish.

This was a demonstration of two-way communication where there is feed-back. Time: 30 minutes.

Four direction-receivers copied their answers on the blackboard as they had drawn them during the one-way communication experiment. None of the figures was correct.

Four direction-receivers volunteered to draw their answers to the figure described in the two-way communication experiment. All were correct.

The experiment demonstrated these principles:

One-way Communication

1. One-way communication is faster
2. One-way communication appears more neat and efficient and orderly
3. The sender's mistakes are not recognized in one-way communication - at least by him
4. In one-way communication the sender can blame the receivers for mistakes
5. In one-way communication only one kind of decision need be made: The context of the message

Two-way Communication

1. More accurate
2. Receivers are surer of themselves
3. Receivers make more correct judgments
4. Communication is noisy and disorderly
5. Many decisions necessary about content and process must be made
6. Receivers are less frustrated
7. More empathy exists for direction-giver
   Some people do not seek clarification, even when puzzled

Some barriers:

1. Boredom
2. Unwillingness to take up the time of others
3. Anger at the sender
4. Fear of looking silly or stupid
5. Everyone is talking
6. Redundancy is present

Morning General Session, July 24, 1967

Chairman: Mrs. Ruth Earhart

Speaker: Lawrence E. Koehler

Recorder: Mrs. Dorothy Paul

Topic: What Are We Communicating?

Points of Communication

1. When we reach middle age children leave - then come back two by two.
2. Ways of Communicating
    a. Expression
    b. Signs
    c. Dactylology - (the art of making signs with the fingers)
    d. Spoken words
3. We must look and listen for good communication.
4. Communication requires a spoken word. Words are more important.
5. We live in a word world and a thing world. Word world is more dynamic.
6. Words are all changing since we were children.
7. The current issue of Saturday Review (July 20-29) has a story "Human Comedy" by Hume Stanton.
8. As we read and write communication goes on.
9. We tend to listen very slowly. We forget the first part by the time we reach the end. If we repeat the information the other party might understand, however, both parties must be in the communication.
10. Judgment of conversation is very important.
11. Two skills
    1. For speakers
        a. As a rule speakers do not communicate unless there is audience participation. Try to use the same vocabulary as audience for proper communication.
        b. One comes into the lecture hall with preconceived ideas before the speaker begins.

2. Types of communication
    a. Smell
    b. Voice

12. Why do we respond the way we do? Because we see the words differently.

    Example: If the horse was tied fast he would not be fast - or
    this horse is fast.

13. We tend to pick up words to express ourselves.

14. Think of what you will say then say it for clarity.

15. The simpler the sentence the more the hearer is allowed to use his imagination.

16. The more outside reference with teenagers the further the communication. They do not listen to us. Are very difficult to communicate with. It is hard as an adult to figure out their word associations. They acquire word association through school, friends, TV and radio.

17. A limited number of words limits our conversation.

18. We are not communicating with our young people very well.

19. We use our children as machines, feed things to them but we are not making the scene.

20. Try words and ideas - in other words experiment, unless you do this you don't communicate.

21. Do you question in your communication?

22. Do you take everything we do as gospel?

23. Must feed more information to our children than TV. Don't preach to your teenager. He must make his own decisions and when he does, you have arrived. Also, try to explain things to them so they will understand the why.

24. Try not to be over-dominating with your child.

25. Try to converse intelligently because a meeting of the minds is very important.

26. Don't start with the 16-year-old. Start back at the 5-year-old.

27. Make the rules realistic and then stick to them.

28. Confidence is something you have before you arrive.

29. Books - "Live It Up" - by Poinger, A New Primer.

    Youth and the Hazards of Affluence - by Graham B. Bline, Jr.
    (Very good - can be used in any district).

    After the lecture there was an excellent question and answer period on parents and the child problem.

Evening General Session, July 24, 1967

Chairman: Mrs. Mary Garman

Speaker: Mrs. Jane Zahn

Recorder: Mrs. Pauline Hawk

Topic: Communication and Attitude Change

Dr. Zahn delimited the subject of attitude change, defining "opinion" as being lightly held and therefore not pertinent to the subject. She further stated that the term "belief", a deep-rooted part of one's being, was an irrelevant consideration in her discussion inasmuch as parent educators are seldom interested in changing attitudes in this area.

The following are listed by Dr. Zahn as being ways of changing attitudes:

1. Fantasy--the identification process--movies, poetry, songs, plays, novels.
2. Personal contact under favorable conditions .
3. "Fait Accompli", a term defined as an attempt to rationalize after a decision has already been made.
4. Friendly attitudes predispose toward getting more information. Facts confirm attitudes already formed.
5. Influential prestige figures, trustworthy, credible, non-manipulative.
6. Reference groups who lend social support.
7. Involvement in decision (Lewer's Experiment).
8. Catharsis--expression of hostility.
9. Project--common work goals.
10. Role-playing.
11. Outside events.
12. Sleeper effect.
13. Use of cognitive dissonance.
14. Ambiguity--a need for structure will modify, help to impose structure, or accept new formula. Rumors abound when information is important but unavailable.
15. If reference groups differ--family and friends--attitudes will be more changeable.

Morning General Session, July 25, 1967

Chairman: Mrs. Nancy Liggett

Speaker: Mrs. Jane Zahn

Recorder: Mrs. Eldon A. Wolf

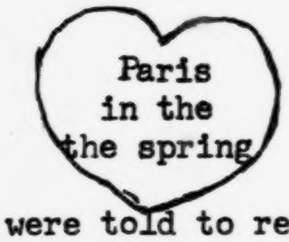
Topic: Communication Across Cultures

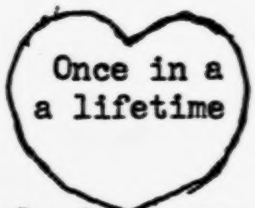
The General Session was called to order by the chairman at 9 a.m. Announcements: Audio-visual announced the film - "Have I told You Lately That I Love You" would be shown at 3:30 p.m. in the Fellowship room. Committee Reports are scheduled for Saturday and include Service Committee Summaries and Reports of each Section Group.

The Chairman then introduced Dr. Jane Zahn, the morning speaker. Her topic was Communication Across Cultures. Dr. Zahn reminded us that cultures are not just ethnic. There are many sub-cultures such as the culture of men, women, school. For good communication we must be aware of the other person's culture and of each person's unique personality.

Communication is made difficult by problems that "get in the way". We all walk in a "set". We are trained to expect certain things we never see unless we are aided by the other person. She then presented us with two examples.

Example #1. She drew the example on the board and asked the group to study it and then she had the group repeat what each contained. She then pointed out what we had missed.





Example #2. We were told to read the example just once and then find all of the "F's" in the sentence. She than asked for our opinion after which she again showed the group what they had overlooked. Total: 6

> FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC
> STUDY COMBINED WITH THE EXPERIENCE OF MANY YEARS.

Previous adverse experiences may make communication most difficult. Established norms, the right thing to do, and sub-culture ideas are examples. Ideas from one culture may be absolutely silly to a person of another culture because he does not realize the importance of certain things.

Name calling using stereotypes will really block all communication. One can hurt without meaning to and form barriers that may never be broken.

Examples

Underprivileged
Culturally deprived
Radical and reactionary
Insincere, hypocrite
Beach Bum
Juvenile delinquent
Wop, Chink, Jap, Polack, Oakie, Nigger, Darkie, Arkie, Kike, Spick, Greaser, Pepper-Belly, Boy, Chinaman, Wetback, Limey, Mackerel Snapper, Cholo, and Whitey.

Blaming the other person or group seems to be more common in the parent-teacher relationship. We are a fault-oriented culture. The necessity to find fault first is an enormous hinderance. A group cannot communicate when the fault calling begins.

Phrases really reflect the way we feel underneath the facade.

Examples

Indian Giver
Chinaman's Chance
Jew Him Down
Nigger Rich
Free White and 21
He treated me like a white man
That was white of you
Your people
Some of my best friends
Your race
A credit to her race
Assign roles: (I just love Japanese gardners. All Negros have wonderful rhythm.)
We have some nice Negro neighbors and they are so clean and intelligent.
These can be referred to as "innumerable daily lynchings of the spirit."

Perhaps a way to help people is for a person of another culture to tell you what is offensive.

Action, too, can be offensive to cultures. The everyday dress you may find acceptable may well be very offensive to others. Example: Slacks, capris, and shorts might be a very poor way of dress in many countries. Smoking can be a very unpleasant to the many who do not smoke.

"When in Rome do as the Romans do" may well be one's salvation. It is wise to find out points of information from members of the culture, sparing much embarrassment and pain.

Evening General Session, July 25, 1967

Chairman: Mrs. Audra Ivie

Speaker: Staten W. Webster

Recorder: Mrs. Yuri L. Hiroto

Topic: Personal and Interpersonal Problems in Communications

Communication is the accurate transfer of information from one source to another. The key elements involved are a transmitter of the information source via radio station to home radio and the person listening in.

Person A Person B

Information
source-----→ transmitter-----→ message-----→ receiver-----→ destination

The three sources of possible difficulty in the communication process include informational source problems, problems inherent in the message itself and receptor-centered problems.

The message the information source chooses to transmit is influenced by its perception of the receptor or receiving source. It also influences both the content of the message as well as the particular emphasis that is involved. Thus mistakes can be made when the assumptions upon which the message is based prove to be wrong.

An even greater problem arises when the transmitter's perception of reality differs from that of the receptor. Words are the building blocks of our thoughts. Our brain is the storehouse of concepts. We think in terms of words. They give symbolic significance in the sense of reality. The content of the message triggers an emotional response. For the Negro such words as "your people," "you folks," "boy," "you-all," turn the Negro off and are blockers of communication.

Perception of the transmitter influences attention to the message since perceptions of reality and value can conflict. The message is altered in a variety of ways. Complete rejection, selective attention or selective retention will occur. You tend to remember the things with which you agree.

The FIRO theory—"fundamental interpersonal relations orientation" maintains that all human behavior can be classified in the three dimensions of ICA. They are inclusion, the fundamental need to be included, controlled behaviors where leader and follower are designated and then affection or the desired degree of affection we are able to give. Because we are social animals we can control our behavior.

Special needs can be expressed as: "I like to do things with people" and "I like to have people include me in" or "I like to be the leader."

The more compatible the group, the more effectively the group will accomplish tasks.

Morning General Session, July 26, 1967

Chairman: Dorothy Blaine

Speaker: Mrs. Jane Zahn

Recorder: Mrs. Patricia McCorkle

Topic: Leadership and Communication

Announcements were made by chairmen of the Workshop Service Committees.

What happens to leaders?

1. Nonverbal or attitude communication from the leader to the group is usually not recognized by the leader. There may be a contradiction between what he says and what he does.

2. It becomes difficult for the leader to get undistorted communication - especially about his own leadership.

3. There tends to be a carry-over of previous attitudes toward authority by the members of the group.

4. There is a need for emotional distance from the group to avoid rivalry among the members.

5. The leadership role, not the person who fills this role, is the receptor of respect and admiration.

6. The leader is the receptor of a need to test and to tear down. This is called the arrow effect.

7. If the group cannot divert hostility to the leader because he blocks it off, the hostility will be diverted outside the group to another group or to a helpless minority within the group.

8. The group feels less comfortable diverting hostility away from the leader. Also they may lose the minority and will then have to find another scapegoat.

Evening General Session, July 26, 1967

Chairman: Mrs. Eleanor Redack

Speaker: E. M. DeGabriele

Recorder: Mrs. Pauline E. Hawk

Topic: The Need for Communication Between Youth and the Aged

A vital part of the program of understanding the developmental needs of older adults should be education for aging beginning in the early years, which would include a better appreciation of what is meant by aging or being old. The fact is that a person is "old" when he is so regarded and treated by his contemporaries and by the younger generation and more importantly, when he himself has accepted this new identity. The quality of adjustment which people achieve in the later years is largely determined by the strengths and weaknesses rooted in their earlier years. The earlier we can achieve insight into the kinds of persons we are, the easier it will be for us to make the adjustment needed for successful aging. People who have reached the so-called retirement years have carried with them into old age personality characteristics and behavior patterns acquired long before they reached the elderly "status." Intellectual fortunes of persons as they grow older are not so much bound up with their age as they are with their interests, their activities, and the degree of their mental involvement.

The attitudes and practices developed in childhood and youth are related to successful adjustment to aging. Good family relationships in youth almost guarantees happiness in the later years. Better communication between youth and older adults can be accomplished by developing an awareness of the process of aging, an appreciation of people as individuals in their own right, and a realization on the part of youth that they are in no measure the determinants of the kinds of persons they will be in later life.

Morning General Session, July 27, 1967

Chairman: Richard Beattie

Speaker: Mrs. Jane Zahn

Recorder: Mrs. Yuri Hiroto

Topic: Leadership and Communication

The very size of a group always affects its communication with the leader. The larger the group, the greater are the demands on the leader. He must do more conducting. As the symbol of the group, inevitably the more he must act according to the following:

1. Leader is differentiated from the group.
2. The group will allow itself to be led.
3. The processes are centralized.
4. The active members will dominate in the talking or doing.
5. The ordinary member will be inhibited, more shy and quieter.
6. The group will be less apt to explore or be adventurous.
7. The actions of the group are less anonymous.
8. The larger the group the less satisfied they are in the social needs.
9. Decisions take a longer time.
10. It pays to know when the group is ready to act.

Some of the advantages of working with the large group are that the great or unresolved differences are more tolerable and the group requires more rules and procedures. There is a need for time limits and greater organization.

Giving what she described as a well-researched quickie about group sizes, Dr. Zahn explained:

When forming smaller ones from the larger parent group, always form them into groups of odd numbers. The best odd number is five for decision making. Two is difficult for one must assume the leader role and the other the follower role. When there are three, the majority of two will gang up against the minority of one. Seven is okay and nine is all right. When you get past eleven in a group, everything changes. The mind cannot easily include ten others and before it is realized subgroups with power plays encouraged have grown.

In high production groups, the production is greater when the leader communicates policy, changes, or anything that will affect the work of the group. The leader who will not tell the bad news quickly then creates a mistrust situation.

Outside of the various gimmicks one can use, THERE IS NO SUBSTITUTE FOR TRUSTED HONESTY. When trust is gone, work cannot be done.

Leaders must realize that they will get the behavior they tend to reward—the squeaking wheel gets the grease. Set up procedures for changes and then keep the word!

People will readily relate to the leader if he admits to weaknesses and asks for help. It is easy in the one-time situation. It is the day-by-day process that is so hard.

Leaders must be aware that they do have status. It has nothing to do with worth. It is given to them by people. Leaders usually like it. This is proven when someone offers to relieve them of their "awful" burden. When we like the social identity that is very strong—have a real commitment to the organization—problems become smaller.

If the leader doesn't "throw it around" there will be less resentment of his status as leader.

A happy working rapport is generated when the leader shares status in little ways such as using "our" rather than "my."

Evening General Session, July 27, 1967

Chairman: Lucille Pazandak

Speaker: Eugene Gonzales

Recorder: Mrs. Dorothy Paul

Topic: Meanwhile Back at the Barrio, or, How to Understand the American of Mexican Descent Without Really Trying[1]

Educators have endeavored to convince everyone that public school education, from kindergarten to twelfth grade, is a system free to all who wish to take advantage of it. As a group, educators have over and over again pledged to guarantee to every student the kind of instruction commensurate with his ability to achieve. If this has been our banner, we must ask ourselves - Have both educators and parents lived up to this challenge?

Care should be used in identifying the individual with so-called Spanish surname. Spanish speaking is actually a poor and inaccurate way of identifying the Mexican-American who may have many other identifications such as "Hispano," "Mex," Hispanic-American," "Texas American" and other terms.

We need to discard some myths about the American of Mexican origin if we are to understand and appreciate those characters so often depicted lying under a cacti. They are not naturally talented in music and/or art. They do not all have strong white teeth due to eating corn and beans. They are not instinctively rhythm conscious and do not always urge their children to drop out of school at an early age to work and help defray family expenses. It is definitely wrong to foster the belief that parents and students place scant importance on education.

To counter these myths is an essential responsibility of parents and educators. There are as many talented, gifted students within the Mexican-American barrios as in any other segment of our society. Speaking Spanish is not a disadvantage necessarily but a strength. Spanish surnamed will not achieve by being tied to an obsolete and outmoded curriculum nor by learning to respect themselves by dancing the hota, breaking the piñata or observing other such customs considered authentic by the Anglo.

Los Angeles has been termed the "city of ethnics." It has 8,000 ghettos and has 7 million inhabitants. The largest minority is the "tortilla-eating" Mexican-American composed of some 800,000 persons, some ten times the number in San Francisco. Some 2,200 Mexicans enter Los Angeles entry port each month. Of interest is the fact that one-half of all Mexican-Americans over the age of 14 have not gone beyond the eighth grade. This presents some painful dilemmas for the educator and the community.

---

[1] Because of its interest and current pertinence, Mr. Gonzales' speech is reproduced in full text, in addition to this abstract of the speech, in the Appendix of this report.

As educators and parents concerned with youth, we must realize that the educational barriers confronting urban educators increase geometrically with great force. Blight begets blight. Discouragement breeds neglect. Idle hands forget the dignity of productivity. Officials represent authority. Authority means rule by the dominant society, not of, by, or for the people.

Western urban centers will become even more racially and ethnically concentrated due to lack of hope in racial areas of other U.S. cities. Flight from the ghettos and barrios of these more affluent members, economically sufficient and highly educated, rob these neighborhoods of able leadership and direction. Needed is the involvement of Anglos with the other ethnic groups to amplify the integrative influences that two-way verbalization would bring about.

The speaker listed the following as ways to assist the "Chicano":

1. Continue to promote pride in the Spanish-surnamed student in his heritage.

2. Avoid forcing him to accept middle class values which he may find strange.

3. Cease equating slow language development with low intelligence.

4. Rework outmoded instruction practices.

5. Inspire and guide to higher education.

6. Train student teachers in schools in barrios and blighted neighborhoods where master teachers are badly needed.

7. Seek advice from resource people of the same ethnic backgrounds to convey the essence of education to parents.

8. Overcome fear and hesitation of visiting parents at home and refrain from parent conferences within the classroom.

Morning General Session, July 28, 1967

Chairman: Mrs. William Goold

Speaker: Milton Babitz

Recorder: Mrs. E. James Lesovsky

Topic: Growing Up Poor

Dr. Babitz started the session with a recording of "I Got Plenty of Nothin'" from Porgy and Bess. He then compared the world of Porgy (broke but happy - always with a song and God) with today's world. The world of Porgy wouldn't fit in today's world. People who grew up like Porgy and try to live in today's world have many problems. The Department of Compensatory Education helps children to overcome the disadvantage of growing up poor. We do not fully realize what this world is like. We as children knew what our world would be like when we grew up. Our parents were able to pass on to us their experiences--and they still fitted our world. But our children are living in a world three or four times as advanced as their parents.

People came to this land where they were wanted. There were frontiers to conquer. Their muscle was needed, and if they didn't like the area they lived in or their work they could move on to new frontiers. That day isn't anymore—no frontiers—the only kind left is the frontier of the human mind. Education is the task—to enable every boy and girl to explore this frontier.

The education system is set up to meet the needs of the largest group of children—the average child. It is different for the lower class child. The poor are not any more homogenous than any other group. We have the choice of drawing a circle to take them in—or a line keeping them out.

The Air Force made a survey on IQs of white enlisted men by occupation. They found the following:

	I Q Range
Accountants	94 - 157
Lawyers	96 - 157
Lathe Operators	64 - 147
Receiving & Shipping Checkers	52 - 151
Teamsters	46 - 145

Hundreds of thousands of people with brain power are going to waste. The answer to this comes out when you study what happens when they go to school.

Most children are sent to school with basic knowledges. They have been prepared by their parents by trips, books, and the like. They know up from down, in from out, colors, some numbers, some alphabet, and generally how to carry out instructions. The average parent answers questions and doesn't appeal to magic for answers. The average child has a concept of the world around him.

It would be great if all kids grew up this way, if they all came to school prepared, but, children who don't have breakfast and no dinner, who know constant hunger and who have never had a question answered are not prepared. These children don't even have their health taken care of. These children are dull in school and therefore are many times put into retarded classes. If the Negro is 15% of the population then 30% of the retarded classes will be Negro.

If a child grows up in a poor home he is surrounded by so few stimuli there is no incentive to be anything but dull. He goes to school a dull child, is then tested by tests set up for the average child and shows up mentally retarded. If put into a retarded class, the child will never catch up because he is not expected to keep up. So he continues to fall back and never catch up. In a special study made by a group under a special bill by Unruh, a group of preschool children were tested. Although all were thought to be mentally retarded it was found that one had an IQ of 135 but was deaf, several others were found to have normal IQ's. If you let children grow up in these families they then don't have the advantage that a child growing up in an average family has. If we let people get past a certain age without help they will reach a point where they cannot be taught. Margaret Mead was quoted as saying "Traditional society has depended on reproducing their orderly family life who will regard that form of family life as normal, natural and desirable." If they grow up and feel their society is not desirable then you have trouble. (Doesn't have to be poor group - happens in advantaged groups also).

A child goes out into life with certain standards. A child needs:

1. Sense of trust
2. Sense of autonomy (believe you are something)
3. Sense of initiative (a sense of "I can do" not keep quiet - don't interfere. The keep quiet-don't interfere attitude leads to the street gang).

Dr. Babitz closed with the following:

"Great ideas come into the world gently as doves--if we listen attentively we shall hear amidst the uproar a faint flutter of wings, the gentle stirring of life and hope."

Books recommended by Dr. Babitz:

Growing Up Poor, U.S. Dept. of Health, Education, and Welfare Welfare Admin. Pub. #13, May, 1966, 45¢

Personality in the Making, Witmer and Kotinsky

Sensory Depredation, Brunner

Disadvantaged Child, published by the Special Child Publications, 71 Columbus Street, Seattle, Washington

PART III

Reports of Workshop Service Committees and Study Groups of the 1967 Parent Education Workshop

THE WORKSHOP SERVICE COMMITTEES

1. Audio-Visual

   This committee is concerned with the audio-visual materials that are available at the workshop or brought by the participants. It makes arrangements for previewing films. Audio-visual equipment is provided and space is assigned for this activity.

2. Coffee and Snack Breaks

   This committee assists in keeping the breaks running smoothly by arranging the facilities in cooperation with University of California housing personnel. The committee strives to attain a smooth transition from general sessions to study groups.

3. Evaluation

   This committee assesses the goals of the workshop participants and attempts to measure the success of the workshop in terms of how well the goals have been achieved. This committee distributes and reviews the evaluation questionnaires and presents its findings at the final Saturday session. The report is included in the printed workshop report.

4. General Session Chairman Selection

   This committee selects and assigns a separate chairman for each of the general sessions from among the workshop participants. The chairman so selected conducts the meeting and introduces the speaker. The committee concerns itself with the training possibilities of this experience.

5. Library

   This important committee organizes the books, pamphlets, and publications that are brought to the workshop. It supervises and arranges for their use and their return. It may prepare a bibliography of noteworthy materials.

6. Materials and Displays

   This committee arranges the necessary facilities and space for the display of materials brought to the workshop by the participants. The committee may find it desirable to arrange a main bulletin board or supplementary bulletin boards to share these materials with all participants.

7. Program Planning

   This committee consists of the staff of the workshop and consults from time to time about the work of the study groups and any particular concerns that need attention to insure an effective workshop. The committee meets after the first general session.

8. Publications and Reports

This committee has the important task of providing a comprehensive review of all the workshop activities. This includes reports on the general sessions as well as other materials produced at the workshop that are considered valuable inclusions in the Workshop Report. Speakers at the general sessions are asked to supply summaries of their remarks prior to their speaking dates.

9. Recreation

This committee provides workshop members with information about recreation possibilities in the area. The committee may wish to organize other group activities in this area. In addition, this committee plans the events of the final Friday evening, which is traditionally an evening of relaxation and a good-humored review of the workshop activities.

10. Transportation and Hospitality

This committee aids in welcoming workshop participants as they arrive and generally arranges for transportation during the workshop when needed. The committee assists in getting members to and from the workshop wherever possible.

1. Report of the Audio-Visual Committee

Chairman: Donald K. Nergord

Committee Members: Richard L. Beattie, Mrs. Betty W. Smith, Mrs. Frank E. Wills

This committee coordinated equipment, films, tapes, and recordings during the workshop.

Members of the committee found the following materials of value:

Films

Communication

Eye of the Beholder)
Have I Told You Lately That I Love You)
Roadblocks to Communication)

Available:
Calif. State Dept.
of Education

Pre-School

Teaching the 3s, 4s, and 5s
Part 1. Guiding Behavior (20 min.)
Part 2. Setting the Stage for Learning (22 min.)

Cost: Parts 1 & 2, $220
Singly - $120

Available from: CHURCHILL FILMS
662 No. Robertson Blvd.
Los Angeles, Calif. 90069

Sex Education

Parent To Child About Sex (28 min.) Cost: $230 - Rental $20 (4 days)

Available from: Wayne State University, AV Dept.
Detroit, Mich.

Human and Animal Beginnings (13 min.) Cost: $150

Fertilization and Birth (8 min.) Cost: $125
(Satellite film for use after Human and Animal Beginnings)

Available from: Classroom Film Distribution, Inc.
5620 Hollywood Blvd.
Hollywood, Calif. 90028

How Babies Are Made (34 color slides with viewer) Cost: $12.00

Available from: Creative Scope, Inc.
509 Fifth Avenue
New York, New York 10017

Audio

Tape of David Susskind Show (5-22-67) Can We Teach Sex Education?

Property of: Mrs. Frederick (Nita) Mehrten

Records: Ways of Mankind Series - #1 Language, #4 Education

Property of: Dr. Jane Zahn

Audio-Visual Committee Suggestions for Use of Educational Film:

Purpose:

An educational film is used primarily to open up an area of concern and to stimulate thinking which will lead to discussion. This kind of film is not effective when used as an end in itself. The primary purpose of such film is not to entertain, but to serve such purposes as:

1. Providing new information
2. Providing specific information in depth
3. Emphasizing different points of view
4. Challenging the individual to explore his own feelings and attitudes
5. Motivating the individual to seek positive changes in behavior

Situation and Timing:

Film should be selected with a knowledge and an understanding of the background of the audience. Factors such as class structure, religious orientation, ethnic background, age level, and sophistication are most important. The selection of a film for use in a discussion series must be timed so as to emphasize its point in relation to the total area being covered. Care must be taken that a serious community problem is not inappropriately intensified by the dramatic impact that a film often carries.

Suggestions for use:

1. Always preview a film before using.
2. As an orientation for the group, prepare an introductory statement to bring out the issue.
3. After the film showing, a variety of methods may be followed to bring out the issue.

    a. Emphasis on a few points may be presented as leading questions, true-false statements, open-end questions, or excerpts from the dialogue.

    b. The group may be asked to identify with certain characters and express their feelings about roles and situations depicted.

    c. The context itself may be considered--facts explained, ideas explored.

    d. The film may be stopped at a given point and members of the group asked to suggest a variety of ways of ending the film, resolving problems and situations portrayed.

    e. Discussion and suggestions about the use of the film with different kinds of groups and audiences may follow.

2. Report of the Coffee and Snack Breaks Committee

Chairman: Mrs. A. Elgin Heinz

Committee Members: Mrs. William Gerlach, Mrs. Jean E. Harrison, Mrs. Richard E. King, Mrs. Raymond O. McDonnell

The responsibilities of the committee were very few because the coffee, lemonade, tea and Sanka, and snacks were prepared by the cafeteria staff and delivered to Cheney Hall by ten every morning. The committee served and cleaned up.

Lemonade, tea and Sanka were offered for the members of the workshop who wished them; 30 for coffee, 16 for lemonade, and the rest tea and Sanka.

We had the morning break refreshments for seven days. We canceled the Saturday, July 29th, service because the University Residence Hall Manager, Mr. Lamer, informed us it was costing 25¢ per person per day.

The committee was happy that it did not have to be concerned with preparing the coffee, purchasing the cups, cream, sugar, stirring sticks, napkins and snacks. We would have been willing to do it, but we would have missed out on parts of the sessions, both general and section.

We wish to thank Mr. Smith for making the previous arrangements that saved us time and effort. **We do recommend a simpler plan costing only** 10¢ per person.

Would eliminating snacks have made any difference in the cost per person? Snacks are nice, and - **perhaps - essential.**

3. Report of the Evaluation Committee

For the purpose of evaluating and reflecting the views and suggestions of the participants at the Berkeley Parent Education Workshop, an evaluation sheet was developed and passed out to workshop participants Wednesday evening. The evaluation was divided into seven sections: one - Preworkshop Preparation; two - Registration and Orientation; three - General Sessions; four - Section Meetings; five - Committees; six - Library; and seven - General Comment.

1. Preworkshop Preparation

	Excellent	Good	Fair	Poor
A. How would you rate the information you received on the purpose of the workshop	9	23	5	3
B. How was the information you received on				
1. Facilities	24	17	4	
2. What to bring	14	22	6	
3. Exhibits & materials needed	7	12	13	8

C. Was the agenda, the schedule and your committee assignment clear?

Yes 36 No 4 Partially 1

2. Registration and Orientation Day

A. Was your orientation to your section and your committee adequate?

Yes 39 No 4

	Excellent	Good	Fair	Poor
3. How would you rate the number of sessions?	25	17	1	
How would you rate the time allotted to sessions?	15	24	4	
Will you rate the content in general?	20	22	1	
Will you rate the presentation in general?	17	25	1	
4. **Section Meetings**				
Will you rate the number of section meetings?	15	18	6	2
Will you rate the time allotted to section meetings?	13	16	10	3
Will you rate the content in general?	8	17	11	4
Will you rate the presentation in general?	5	21	8	6

These were the questions that could be answered by either a rating of a simple yes, or no. We also asked for constructive suggestions for improvement for all facets of the workshop. We wanted to determine specific sessions and topics of value to the participants as well as to find out what the participants would take back to home, school, PTA, or community to implement the information and inspiration received from the workshop. We asked for suggestions for improvements of our committees and the library and welcomed general comments.

Many constructive suggestions were made for improvement of the pre-workshop preparation. It was felt that a better description of exhibits and materials to bring to the workshop was needed. More information on the purpose and goals of the workshop and the areas that are to be covered is needed. Many felt that they had much to contribute from their councils and districts in PTA and, had they known more of the content of the workshop, could have brought material and projects to enrich the other participants. A desire for a comprehensive book list was expressed so that books could be purchased and brought to the workshop. Several expressed a desire for information about speakers, their fields of interest and the departments they represent. Some participants were confused as to the duties of their committees and wanted more instruction. A few asked for Thursday evening free to work out reports. Further information on the choosing of the Honorary Life Memberships was requested.

Suggestions for registration and orientation included much praise for the Berkeley facilities and for the courtesy of the campus staff in providing fruit for the rooms and excellent maid service. Again, participants asked for information on committee expectations to be sent with literature. A hostess was suggested to meet the participants and to answer questions. A clarification on grading and credits was requested. Smaller section size was suggested with section work explanation made at the offset of the workshop. Participants felt that one committee assignment was sufficient for each participant. Introductions were felt to be a little too long. Guidelines would be helpful to leaders.

We asked which specific session seemed of most value to the workshop members. Nineteen indicated that they enjoyed all of Jane Zahn's lectures. Reasons listed included a glowing column of adjectives - workable ideas, inspiring, supportive, new, exciting, enthusiastic, clear, concise, reinforcing present work. All were especially excited about aspects of leadership techniques and attitudes. Eleven preferred Dr. Zahn's lecture on group dynamics feeling that she taught new techniques and an insight into problems a leader faces. Six indicated they preferred Dr. Zahn's sessions on changing attitudes for they provided great leadership training. Four were most inspired by Dr. Babitz. Reasons included; inspiration, new materials, his excellent presentation and a better understanding of the problems of the poor. Two indicated they were most impressed by Dr. Zahn's first lectures as it set the stage and helped with the general orientation. Two expressed their pleasure with Dr. Staten Webster. They enjoyed him personally and also the opportunity to hear such a fine speaker. Eugene DeGabriele also contributed in his presentation.

The participants will take back to their homes, PTAs, schools, and communities a greater awareness of group dynamics and how it can be used effectively. Excellent ideas in involving parents were received. The semantics of communication and the techniques most effective were commended. The participants will make more effort to reach minority groups, they will share their ideas, they will have a closer cooperation with various agencies, they will take back understanding - of themselves and others.

The participants found group interaction the most valuable thing in their group section meetings. They were grateful for the leadership and group planning, the buzz sessions at lunch time, the materials so generously contributed by participants, the subcommittees with the many ideas and helps and above all the frankness, the honest discussions and the rapport in the group.

They would have liked the discussion leader to be given more direction and to be more carefully selected as to his or her skills in leading adult groups. They would have liked more time for their subcommittees and smaller numbers in the sections. They wanted stimulating speakers to continue and were willing to waive coffee breaks in order that they might pursue their thought-train. They asked for more immediate group involvement, wanted more informational resource material, a better explanation of goals, a Saturday session so that the weekend break could be utilized to complete assignments. Some asked for fewer assignments. Structured information with accent on goals and the expected end results were requested.

Suggestions for committees included praise for the fine work done, to combine hospitality and transportation, name of service committee on their badge, more instruction, preferably a former workshop participant on a committee, to rotate role of committee leader, more information on duties before arrival. Recreation committee felt a need for play equipment for more physical activity.

The library was adequate but a greater selection was felt to be an important need. More copies of books pertinent to workshop, newer material, a bibliography sent before workshop, reading lists, local people bringing resource books, library open more often, addresses of local book stores, more magazines, classified books, were some of the suggestions. It was felt that this committee needed direction and that library hours be increased.

Book reports came in for much criticism in the general comments. Many felt that time could better be spent in group discussions and the sharing of ideas than in speed-reading a book. Guides are needed as to type of book report desired. Too large sections came in for much comment. It was felt we need to know our roles at beginning of workshop. Many requested a participant list posted in residence hall the first day with room numbers. Name tags with section colors was a suggested device. It was suggested that the men at a section be diversified into three sections rather than in one. Many complained of too much review in section meetings of the general session. Some felt that we needed more in-depth speakers. There was dissatisfaction with some section leaders and their methods. It was felt that a leader should be a parent education discussion group leader rather than strictly a school teacher. The handling of phone calls in the dorms was not good. A recorder in each group to report on the dynamics of each group was an interesting suggestion.

In spite of the criticisms--some voiced by many, some by just one or two--all generally agreed that the experience of sharing together the information, ideas and inspiration at Berkeley was one of the most rewarding experiences each had enjoyed. We are truly grateful to California Congress of Parents and Teachers for making such a workshop possible. To the Adult Bureau personnel who give so graciously and with such dedication to this program - our heartfelt gratitude. We just couldn't have lasted for ten days, but these nine days we'll never ever forget!

4. Report of the General Session Chairmen Selection Committee

Chairman: Mrs. Bertram Johnson

Committee Members: Mrs. Ruth G. Earhart, Lucille Pazandak, Mrs. Dorothy
M. Blaine, Mrs. Mary R. Garman

Committee Assignments

This workshop service committee was assigned the responsibility of selecting chairmen for each of the general sessions of this workshop. The chairmen, to be selected from the workshop participants, would conduct meetings and introduce speakers. Our committee was to concern itself with the training possibilities of this experience.

Committee Procedures

At the first meeting of this committee it was agreed to have each member serve as chairman for one of the general sessions and to be responsible for securing one other person to conduct another session. In selecting the other person, committee members would look for a participant who was not already involved as a chairman or with other responsibilities.

On the second meeting of this committee the list was completed and a copy of the full schedule was posted on the bulletin board indicating dates, times, name and room number of chairman, and speakers. Each committee member was asked to convey the following assignments to the chairman:

1. Locate the speaker and obtain background information
2. Begin meeting promptly with brief introduction of himself
3. Ask for announcements from Service Committee Chairmen
4. Introduce session speaker
5. Adjourn meeting

Each committee member would be responsible for reminding the chairman asked to serve or else assume the chairmanship herself. The Chairman Selection Committee would post a card in front of the podium before each session indicating the date, time, chairman and speaker.

Committee Summation and Evaluation

Assigning different persons to chair sessions added variety and interest. Selecting chairmen from participants gave many individuals helpful experiences. Without exception, everyone accepted this responsibility willingly and did a fine, capable, and comfortable job.

Suggestions

1. Because it was difficult for persons seated in the back rows to hear it is suggested that a more efficient public address system be used.

2. Toward the end of the workshop we were asked to put the name of the recorder on the cards in addition to speaker and chairman. These cards seemed to be helpful and appreciated.

5. Report of the Library Committee

Chairman: Sylvia Hoskins

Committee Members: Mrs. John Fitzgerald, Mrs. Ruth McArthur,
Mrs. Isabelle Metz, Mrs. Ernest Ross, Mrs. Paul Stange,
Mrs. Earl Strowbridge, Mrs. Freda Thorlaksson

The Library Committee met to distribute the books on the shelves and to select the hours to be open on Friday morning, July 21. After a landslide business on the first day of operation, the library was relatively quiet but well used during the balance of the workshop. It was operated on a twice-a-day schedule.

Services provided by the committee were:

1. Compilation of a list of resource material in the field of communications, and the reproducing of this material for workshop particpants.

2. Arrangements for the viewing of special editions of Kaiser Aluminum News on Education and Communications. Orders were taken and purchase of the material and distribution to the participants was completed.

All books were checked in and repacked by Saturday morning, July 29. I very much appreciated the cooperation and efforts of all members of the committee.

Library Committee Selections

Are You Listening? - Nichols & Stevens, Mcgraw Hill, N. Y.
Communications - Wilson, Howard, Administrative Research Assn., Wash. D.C.
Current Perspectives in Social Psychology (selections on Group Behavior)
  Hollander & Hurst, Ed.
Dynamics of Groups at Work - Thelem, Herbert, U. of Chicago Press, 1954
Dynamics of Participative Groups - Gibb, Jack
Encyclopedia for Church Group Leaders - Gable
Experience in Groups - Bion, W. R., Basic Books, New York, 1961
Group Centered Leadership - Gordon, Thos., Houghton Mifflin, 1955
Group Dynamics - Research & Theory - Cartwright & Zander, Harper Row,1960
Group Leadership & Democratic Action - Haiman, F., Houghton Mifflin, 1951
Group Processes - Luft, Joseph, National Press, Palo Alto, 1963
Group Demensions - Hemphill
Group Dynamics - Bonner, H., Ronald Press, 1959
Group Participation Methods - Hollister, Wm. G., Unitarian Church (20¢)
Handbook of Small Group Research - Hare, A. Paul, Free Press of Glencoe
How to Say What you Mean - Reprint from Nation's Business, 1615 H Street, N.W.
  Wash., D.C. (25¢)
Intergroup Relations and Leadership - Sherif, M.
Language in Thought and Action - Hayakawa, S., Harcourt Brace
Learning to Work in Groups - Miles, Matthew, Teacher College, N. Y., 1959
Mastery of People - Uris, Auren, Prentiss Hall, Inglewood Cliffs, N.J.
The Small Group - Olmstead, Michael, Random House, 1959
The Silent Language - Hall, Edward, Fawcett Publications
Understanding Other Cultures - Brown, I.C., Prentiss Hall
The Human Group - Homans, Geo., Harcourt Brace & Co., 1950
Working in Groups - Klein, Josephene

6. Report of the Materials and Displays Committee

Chairman: Mrs. Joanne D. Ecclestone

Committee Members: Mrs. T. E. Roberts, Jr., Mrs. Bernard W. Fuller,
John Ax, and Mrs. Barbara Hoyt

Committee Meeting

1. The meeting, by necessity, took place quickly on the day of arrival.
2. Investigation of resources available
    - a. Location
        1. Safety factor (loss of materials)
        2. Availability to all participants
    - b. Facilities
        1. Bulletin boards, tables, space
        2. Location for supplies available to all members (Preferably near display)
3. Develop presentation
    - a. Theme for typing displays together
    - b. Plan visual aspects
4. Delegation of responsibility
    - a. One member of the committee in each section was made responsible for collection and return of materials brought by participants.
        1. Sign-up sheets provided with space for name, room number and materials brought were passed in each section.
        2. Announcements made in sections
        3. Flower worn by member identified role. (Flower child theme).
    - b. Each committee member responsible for at least two days of display.
        1. Responsibility included background as well as display material
        2. Those collecting material from sections basically used material from her section for ease of handling
        3. Members of the committee supported each other in placing and removing, background, etc.
5. Arrangement for duplicating selected display material was made.

7. Report of the Program Planning Committee

Chairman: William J. J. Smith

Committee Members: Mrs. Freda Thorlaksson and all the chairmen of the various service committees

The work of this committee precedes the actual workshop in that the chairman, with the assistance of Bureau staff members and representatives from the California Congress of Parents and Teachers, must do the preliminary planning and organization of the workshop. Once this preliminary phase has been completed the chairman must meet with the service committee chairmen at the workshop to explain the work of the committees and the general operation of the program.

The meeting with the chairmen of the service committees was held immediately after the first general session on Thursday afternoon, July 20, 1967. The functions of the committees were explained and questions answered. For the remainder of the workshop the committee met informally at the call of the chairman.

8. Report of the Publications and Reports Committee

Chairman: Mrs. John E. Melville

The Publications and Reports Committee kept a record of the proceedings of the General Sessions. Assignments were as follows:

July 21 a.m. - Dorothy Lesovsky
p.m. - Marion Wolf
July 22 a.m. - Pat McCorkle
July 24 a.m. - Dorothy Paul
p.m. - Pauline Hawk
July 25 a.m. - Marion Wolf
p.m. - Yuri Hiroto
July 26 a.m. - Pat McCorkle
p.m. - Pauline Hawk
July 27 a.m. - Yuri Hiroto
p.m. - Dorothy Paul
July 28 a.m. - Dorothy Lesovsky
p.m. - Gretchen Melville

The Committee continued to compile the incoming reports until the conclusion of the Workshop.

9. Report of the Recreation Committee

Chairman: Marie Meursinge

Committee Members: Lucille Jarvis, Lynn Jaeger, Peggy Noland and
Miriam Goldsmith

Committee Assignment

This has been a committee of discovery. Since none of us were from the area we first had to learn what the Bay Area had to offer and to make this information available to workshop members who in turn told us what their interests were. We also assisted in planning the final Friday night's entertainment which was a spoof of the happenings in the three sections during the course of the workshop.

Committee Procedures

We met informally during the daily coffee break. All of the committee members supplied information for our bulletin board and questioned the rest of the workshop members about their individual recreational interests in Berkeley.

We were able to arrange an afternoon tour of scenic San Francisco on Saturday afternoon. With the help of the transportation committee, two carloads went to San Francisco on Saturday night to see what was happening in various parts of the city. Sunday a group attended a free jazz concert in Stern Grove. Workshop members enjoyed community singing on Monday and Tuesday night. Wednesday a large group went on a specially arranged campus tour. Thursday, Juanita Ivie sang spirituals in Cheney Lounge. Friday, we sought out Cal alums to sing school songs at the evening fun program.

Evaluation

"Getting to Know You" might have been the theme song of this committee for in the course of our work we became acquainted with all of the workshop members. Everyone here was helpful and hospitable making the committee's job a pleasure.

It might have helped with logistics a little if there had been one bay area resident on the committee and if someone had brought a bat and ball for exercise.

10. Report of the Transportation and Hospitality Committee

Chairman: Mrs. Elizabeth Wright

Committee Members: E. M. DeGabriele, Mrs. Thomas W. Monahan, Mrs. Nancy Liggett, Mrs. Audra Ivie, Mrs. Beverly Jean Lamarra

Members of this committee met people at the airport as they arrived for the Workshop. They welcomed them and provided information and assistance in their getting settled in the highrise dormitories.

Early in the session, this committee collected information about various forms of public transportation in the area and posted it. Also, sign-up sheets were posted so that those who had cars available could provide transportation to various points of local interest. Several such excursions were made.

Plans were made to drive as many people as possible back to airports for their return trip home.

1. Report of the Preschool Study Group

The preschool study group provided a vital experience in "Achieving Vision and Understanding Through Effective Communication".

The commonalities in the group: we were all parents and all held a deep conviction of the value of parent education stemming from our interest in children.

Our seeming differences: some were PTA leaders; some were professional preschool teachers.

Each individual and group came with its own wants and needs. These differences provided guidelines for discussions. Various means of communication were utilized to develop common goals. Some of these were effective, some were not but all added dimension to our experience.

Our goals developed in two directions. First there was a need to define the qualities of a good leader and the factors that create effective communication—particularly as they apply to the parent-child relationship in the preschool years. Secondly, we hoped to clarify and classify ideas and techniques that would be useful in program planning. These would enable us to provide better means of communication between parent education leaders and parents, parents and children, and families and the community.

Keeping our common goals in mind, our respective diverse educational and professional backgrounds did not hinder us from these tasks. On the contrary, these served to enrich, add dimension and perspective to our discussion, and eventually to our conclusions.

A variety of communication techniques were used to illustrate, clarify and even generate our ideas.

Of these techniques, the most widely used was open discussion using the section leader as the moderator. This communication technique was effective and rarely proved unwieldly due to the usual pitfalls such as lack of leader control, private discussions, reticence of participants to contribute or lack of something to be offered.

Using this discussion group technique, we were able to identify numerous elements which build and reinforce or hinder effective communication.

We considered the charge from a general viewpoint. The initial idea that was suggested remained the most important. We felt communication to achieve any degree of success required active listening and awareness of the way in which a message was geing received. To establish completed communication a feedback seemed essential. Language must be clear, concise, and of such nature that it can be understood by the receiver.

The need for reemphasis of an idea or fact was stressed. This can be done in a number of ways—by rephrasing, with written illustration; by "acting-out"; or by summarization.

While a good physical setup was desirable, the leader or sender of the message was most important.

A successful leader should have certain attributes. He should possess the faculty for listening as mentioned. He needs a basic interest his subject, in the case of parent-education, the welfare of children. He should possess self-esteem and appreciate cultures other than his own. He must appreciate individual differences so he can reach a wider audience.

To insure the feedback considered an element of proper communication, a leader should be able to control discussion but keep channels open.

And, perhaps paramount, the leader must be trusted to be believed, to be listened to, to be effective.

Leaders should be careful not to insult the intelligence of the group listening by "talking down" to them. It was felt communication could be lost by a leader being too authoritative.

While all these elements are common to effective communication, we were specifically concerned in this workshop with Parent Education and more specifically in this section with the Preschool parent and child.

To encourage a child's sound development we entertained discussion about means of communication between child and parent in the infant stage; in the toddler stage, which we established to be from six months to two years; and in the two-to-five-year-old stage.

In the infant stage, comfort through touch, voice, and offering of food and warmth is the physical means of reaching the baby. Parental feelings also are transmitted to the infant. Security for the infant can be offered through established routines. The infant feeds back its reactions by crying, cooing and muscular activity. These can express his mood and his personality and transmit his needs.

Other types of communication and other goals are evident in the toddler stage. Here it is possible to begin setting limits by offering a substitute thing or activity, by diverting attention, by commanding verbally, through establishing a code, or through rewards and punishment or physical removal from unwanted situations. The parent strives to communicate to the child that more independence and certain performances are expected of him. Toilet training exemplifies both of these new demands. "Show how" is the method encountered here.

The beginnings of sociability expectations by the parents emerge. Parents introduce the toddler to the outside world of people and playmates. For the toddler this is a time to begin showing his autonomy. He does so through anger, signs of frustration and persistence. He shows joy through laughter and smiles. He shows awareness and affection by response. He expresses curiosity and awareness through mobile exploration, gestures, and verbalizing.

γ

By the time a toddler becomes a preschool child of two to five years old, he can make his wants known through increasing means. His physical expressions including facial expressions and gestures are eloquent signals. His posture is expressive, and his temper tantrums send a message. His motor activity is much increased, so he can express many feelings through walking, running, dancing, jumping, running away or toward a situation or person. Play becomes important.

Now he has the rudiments of conversation and can ask questions to satisfy his needs and curiosity. He begins to experiment in problem solving and creativity. For example, dancing and primitive painting reveal attitudes, personalities, desires, and frustrations

A parent of a two-to-five-year old also has other avenues of communication open. He is able to use facial expressions and a variety of gestures to "talk to his child". Real conversation broadens.

At this age the child is ready for the kind of group experience that Parent Education classes can provide.

How to reach the parents of children this age presents a real problem. Suggestions to remedy the problem included contacting nursery schools, well-baby clinics, pediatricians, churches, Head Start and Compensatory Education personnel, school administrators, school boards, and public health nurses to enlist their aid in publicizing and supporting preschool and Parent Education. It was felt the Parent-Teacher Association is a perfect vehicle for acting as the liaison between the community, its agencies, and the schools.

Local PTAs could fill a real need by more actively supporting Parent Education classes as a part of curriculum in their local school districts where it is not currently included.

Another way in which PTA could help would be to increase its efforts in establishing preschool study groups. Other groups which could act in the roles of transmitters are: NAEYC, ACE, and CCPPNS.

It was also felt giving preschool parents an opportunity to visit preschools would be an incentive to enroll.

Offering programs that included a broad spectrum of education would make it attractive to people in the upper socioeconomic groups as well as the lower socioeconomic groups. These were mentioned as the two most difficult groups to reach.

It was suggested that sewing, mending, alteration, and cooking classes be offered by PTAs where parents could become acquainted and be shown the value of Parent Education. Whenever possible serve interesting food.

It was agreed that any written communications sent to the home must be simple using terminology lay people can understand.

One suggestion, as an approach to reaching parents, was a person to person invitation, a seeking out of the parents, a knocking on doors campaign. This was done in one community with overwhelming success.

The value of enlisting satisfied parents already enrolled in Parent Education classes to help spread the "good word" was explored. The consensus was that this definitely should not be overlooked as a means of communication.

Once in the Preschool Parent Education classes, how far can teachers go in attempting to change parents where necessary so they can approach the role of parenthood in a manner best for them and their children--so they can communicate their knowledge and love to their children? This question aroused much discussion and was not resolved readily until, in a lecture by Dr. Jane Zahn presented later, the group discovered why it could not find a valid answer.

The group had been discussing "changing parents". Dr. Zahn spoke of how we change opinions or attitudes. The fear of the group had been that teachers or leaders would be presumptuous to try to change people. From the lecture we realized it was acceptable and in parent education often desirable to change opinions and attitudes. This knowledge made members of the group feel more comfortable and gave direction in making suggestions for change.

We live in a verbally oriented society and of necessity need to learn to communicate satisfactorily. Parent Education at an early stage in their child's life would prepare young parents not only for coping with child-oriented situations within a family but would give assurance to both the parent and child in facing situations outside the family.

Several ideas were explored on what would be a worthwhile program for parents about communication that might have practical day-to-day implications.

Among the ideas one held the interest of the group. It was a course called "Parent Effectiveness Training". This is a training course for parents designed to give practical information to them on ways to communicate satisfactorily with their children; to help them learn how to talk to children and how to listen to their talk.

Goals of the course are to help a parent learn preventive measures that will keep him from having to say, "What did I do? Where did I go wrong?" It gives parents an opportunity to join in group experience and to offer them educational experiences.

Many favorable results were reported from parents who had taken the course.

Discussion about its successful use in several communities disclosed it can be a PTA-sponsored course and some adult schools have cosponsored it with the PTA. Classes are limited to 25 people and meet for three hours once a week for eight consecutive weeks. A fee is charged each person if the group is individually sponsored. If it is under the auspices of a school district, arrangements for payment would depend upon the district's policy.

One question was raised concerning the fee and some feared that the course might be commercial. However, in view of its use by PTAs and school districts and the favorable and even enthusiastic reports from parents, the opinion was that it would be well worth trying. It was also thought this type of program would appeal to "hard to reach" upper class parents because if offers such concrete action.

The majority of the findings so far reiterated evolved through group discussion. We talked about this method and recommend Ethel Kawin's Manual on Discussion Study Groups (see bibliography) as a basic guide for establishing and using this method.

Kawin states that common background material is essential, that it is important to be flexible enough to meet group needs as they arise.

Group discussion as a communication technique was cited as an effective tool by the preschool section members.

The group discussion technique was a valuable tool in defining and exploring the various charges. Other techniques utilized by the section included the following:

1. The buzz group method was used at the beginning of the workshop to gain participation from all members of the group. There are a number of ways to divide the group. We chose to develop the groups by counting off, one, two, three; the ones, twos, threes each forming a group. Each small group discussed the first question of the charge and brought their conclusions back to the larger group for general discussion.

2. Films were viewed and the values of these as teaching tools were discussed. One of our teacher members demonstrated how she would use the film "Setting the Stage for Learning" in her class, while the rest of the group role-played parent students. We found it difficult to assume the roles of parents, but rather viewed it from our own frame of reference. The film and the first one in the same series, Guiding Behavior, particularly would be most valuable aids in arousing discussion. "Have I Told You Lately That I Love You" aroused emotions and left the group with mixed feelings. It had been used unsuccessfully by one participant with a group of fathers. It was felt this was due to the fact that the fathers are placed in the position of being the victims. It probably would be a better tool with mothers, as they are in a position of doing something about the problem. This film could be used to bring out the importance of human relationships and interactions, or the importance of human communication in our highly mechanized society. "The Eye of the Beholder" received mixed reactions, and the group had difficulty interpreting its meaning. It was not well accepted as a teaching tool, and it was felt its use might be limited to pointing out the need for objectivity in making observations in a Parent-Child Observation class.

Socio-dramas were discussed. "What Did I Do" was presented by members of the group as a demonstration of its use in Parent Education groups. The play was used to elicit discussion on the role parents should play in developing good communication between themselves and their children. It was felt that "Scattered Showers" would be a better play for parents of preschool children. The latter could be used for the topic of Discipline, as well as communication.

A field trip to the Harold E. Jones Child Study Center, the University of California Laboratory School, was unanimously enjoyed by the group. Not only did we see the excellent facility and wealth of materials available, but we gained insight in ways to communicate with young children. The juice routine was particularly interesting and elicited much discussion. It was pointed out that even though we may not have the optimum physical environment, we can give children rich experiences and create an atmosphere of warmth in human relationships.

A section library provided by members of the group and the leader allowed us to share periodicals, pamphlets, brochures, and resource materials.

The subcommittee which considered parent-education (preschool) curriculum felt that, since many complete courses of study are available for adaptation by teachers, we should concentrate on the implementation of already established topics. We also shared and developed certain innovations which may be adopted to the needs of the individual groups of parents with whom we work.

CURRICULUM SUGGESTIONS

SUBJECT MATTER	METHODS AND SUGGESTIONS
1. Communication	1a. film, "Have I Told you Lately That I Love You?" Discuss points at which communication broke down.
	1b. Have the mothers try giving only positive directions to their children for one week and report on it.
	1c. Try Dr. Jane Zahn's rectangle and map experiments
	1d. film, "The Eye of the Beholder"
	1e. socio-drama "Scattered Showers" examples of effective and noneffective means of communication
2. Discipline	2a. Have a Fathers' Night at which a panel of fathers answer questions formulated at the previous meeting by the mothers meeting in buzz groups. Have pamphlets on the subject available for the mothers to take home in advance.

	2b. Group discussion of discipline starting with negative ways
	2c. Socio-dramas "Scattered Showers" and "What Have I Done?"
	2d. Sears, Patterns of Child Rearing, a reference for teachers about what parents really do in our society.
	2e. Suggestions: take two months for the subject, cover it in Jan. and Feb. Make available books and pamphlets which give a wide variety of viewpoints.
3. Problems of Children	3a. Read parts of Dialogues With Mothers or "Communicating Therapeutically With Children" prefaced with a description.
4. Fears	4a. Before halloween, have the mothers tell what they were afraid of as children
	4b. Ilg and Ames AGES AND STAGES
	4c. Read excerpts from literature about children and their fears; e.g., from A Reader for Parents
5. Arts and Crafts	5a. Have the mothers work with materials under some of the same limitations common to the children; e.g., not enough room, paper which slips around, worry about dirty cloths, making a person divide his piece of dough at teacher's discretion, not enough time.
	5b. Have adults do finger painting, then compare them with some done by children
6. Children's Literature	6a. Nancy Larrick. Parents Guide to Children's Literature
	6b. Have a display, working with the local librarian
	6c. Demonstration by the teacher or talented mother of good story telling techniques

7. Characteristics of each Age Group	7a. Have buzz groups to decide on the characteristics Ilg and Ames, Ages and Stages
8. Sex Education	8a. Cover information, vocabulary, and attitudes
	8b. Show "Human and Animal Beginnings" to both mothers and children together
	8c. Show the slides "How Babies are Made". If possible, make them available for circulation to those who would like to use them with their children.
	8d. Provide booklets for all mothers
9. Holidays and Traditions	9a. Discussion of the traditions each family is building
	9b. Discussion of the special stresses of the holiday season
	9c. Share special holiday cookies— actual and recipies
	9d. Plan together (using subgroups of five) a party for children of a certain age level. Ilg and Ames, Party Book.
	"The finest gift to give your children at Christmas time is a little peace and quiet".
10. Developing the parents' understanding for the child's sense of wonder and the importance [illegible] his senses	10a. In buzz groups develop ways which parents may allow and promote childrens' utilization of their senses.
	10b. Have the parents use nursery school materials to demonstrate to them how the senses are stimulated; e.g., feel-box, dough, sand.
	10c. Rachel Carson, The Sense of Wonder
	My Five Senses, a book for children
	A Reader for Parents

11.	Values and Goals	11a.	Teacher gives her definition of goal, then asks"What do you expect for your child when he reaches adulthood?" Have mothers write out unprepared thinking in long range terms (keep this in file) then have mothers volunteer to share the values with the group. Refer back to this in later discussions, such as on discipline, when you want to think in terms of long range goals.
12.	Women's Goals and Roles	12a.	Have mothers tell the group what jobs or training they had before they were married. Encourage them to look ahead, encourage them to invest some time now in course, part-time job, etc.
		12b.	Film, "Have I Told You Lately That I Love You". Discussing points at which communication broke down and woman's responsibility to make family life meaningful and adventuresome
		12c.	Loretta Young Show - "Who Am I?"
13.	Classroom Observations of Children	13a.	Film, "Eye of the Beholder"
		13b.	Book, "Observing and Recording the Behavior of Young Children". Teachers College Press, Columbia University
14.	Sibling Rivalry	14a.	Film - "Family Circus"

15. SUGGESTIONS FOR INVOLVING PARENTS IN THE CLASS
    a. At the beginning of the class distribute mimeo sheets to be taken home to be shared with Dad.
    b. Have a recorder for each class session (this responsibility should be rotated) so that minutes may be read by absent parents.
    c. At the beginning of the semester have mothers sign up to work on a certain study topic sometime during the year.

16. SUGGESTIONS FOR THE USE OF PAMPHLETS
    a. Assign to members of a panel as resource material
    b. Hand to individual members as problems arise at home.
    Be sure you know your material content.
    In conjunction with the pamphlet have a conference with the parent before or after they read it.
    c. It is more conducive to good class discussion to make pamphlets available before the class discussion far enough ahead so they can be read)

In conclusion let me once more say that these program suggestions have been used by members of the preschool section and have been found to be successful.

Preschool References

Note: These sources were mentioned by group members as being helpful and/or interesting to them. This list is meant as a supplement or emphasis to the bibliographies of books on Preschool Parent Education which are available with state and district Curriculum Guides and the P.T.A. Material Resource List.

Books

Arnstein, Helene S. What To Tell Your Child (about death, etc.)
Axline, Virginia. Debs, In Search of Self (play therapy)
Bettleheim, Bruno. Dialogues with Mothers
Blaine, G. B. Youth & the Hazards of Affluence. Harper & Row, 1966
Cavan. Marriage and the Family (series of articles)
Dreikers, Rudolf. Children: The Challenge. Duell, Sloan & Pearce, 1964
Erikson, Erik. Childhood and Society. W. W. Norton & Co., Inc., 1963
Frost and Hawks. The Disadvantaged Child, Issues & Innovations
Ginnot, Haim. Between Parent and Child. (dialogues)
Hoffer, Eric. The Ordeal of Change
Hunt, Morton M. Her Infinite Variety: The American Woman as Lover
Mate and Rival
Ilg & Ames. Party Book
Krech, Crutchfield and Balanchy. The Individual and Society (work book)
Kawin, Ethel. Parenthood in a Free Nation (series of paperback books & manual)
American Foundation for continuing Education. 19 So. La Salle St.
Chicago 3, Ill.
Larrick, Nancy. Parent's Guide to Children's Reading
Sears, R. R. Patterns of Child Rearing, Row, Paterson & Co., Evanston, Ill.
Winnicutt, A.W. Mother and Child (a British publication)
Wolf, Anna W. (ed.) A Reader for Parents. Child Study Assoc. of America

Children's Books

The Alphabet Tale
Harris, Audrey. Why Did He Die? (to help explain death) Lerner Pub. Co.
(other titles available) Minneapolis, Minn.
Scholastic Book Services, Pleasonton, Calif. (paper back books)
Series: See-Saw for Preschool, Lucky for gr. 1-3, Arrow for older
Whitman books (Akron stores in So. Calif.)

Journals

Child Development Journal
ETC Journal, "Communicating With Children". June 1966. Hayakawa
Family Relations (free newsletter) Ed. Ruby Harris, Agricultural Ext.
U. of C.
Journal of Child Psychiatry. "Communicating Therapeutically with the Child"
Anthony, E. James, MD. January 1964
Progressive Architecture. "Toward the Third Millenium". December 1966
Today's Child ($4 per year). 1225 Broadway, N. Y., N.Y. 10001, Dept. 156
Young Children. Jnl. of: Nat'l. Assn. for the Education of Young Children
3110 Elm Ave., Baltimore, Md., 21211

Socio-Drama

Scattered Showers. (discussion guide available) The Nat'l. Comm. for Mental Hygiene, Inc., 1790 Broadway, N. Y. 19, N. Y.

What Did I Do? (presented in a section meeting)

Source of Plays: Nat'l Assn. of Mental Health, 10 Columbus Circle, N. Y. 19, N. Y. U.N.E.S.C.O. 2201 United Nations Bldg., U.N., N. Y. Family Service Assn. of America, 44 E. 23rd St., N. Y. 10, N. Y.

Films

"Family Circus" (on sibling rivalry) (For other films see complete list of Audio Visual Committee)

"Your Child and Discipline" (narration on 33-1/3 R.P.M. record) (see pamphlet) #388-11710, $7 From: Nat'l Ed. Assoc., 1201 16th St. N.W. Washington, D.C. 20036

Films for children: "Ping" (illustrations from book)
"Snowy Day" (illustrations from book)

Special Materials

Pamphlets

Good Ways to Guide Your Child's Behavior. Iowa State University, Extention Service, Iowa City, Iowa

How Children Learn About Human Rights #9 U.S. Dept., Health, Educ., and
" " " To Think #10 Welfare
" " Can be Creative #12 U.S. Gov't Printing Office
Washington 25 D.C.

How to Use Role Playing, Adult Education Association of America
743 N. Wabash Ave., Chicago 11, Ill. 1960 - 60¢

Kaiser Aluminum booklet on Communication
" " " " Education

Learning to Love and Let Go. Child Study Assn. of America

List of Publications for Teacher and Parents (books, pamphlets and packets) Bank St. College of Education, Bookstore, 69 Bank St., New York, N.Y. 10014

Packet for Parents, Packet for Nursery School Teachers, Second Packet for Nursery School Teachers

New Hopes for Audiences. National Congress of Parents and Teachers, 700 North Rush St., Chicago, Ill, 60611. 50¢. (ways of conducting group meetings)

Parent Effectiveness Training Course (Thomas Gordon, Ph D)
Description of the course
Suite 105, 110 so. Euclid Ave., Pasadena, Calif.

A Pound of Prevention. Hymes, James L., Nat'l Assn. for Mental Health
Teacher Listen, the Children Speak, Hymes, James L. 10 Columbus Circle, N. Y.

"*Study-Discussion Group Techniques*" Nat'l Congress of Parents & Teachers
"*When Parents Study Their Job*" 75¢ 700 N. Rush St., Chicago 11, Ill.

Understanding Young Children, Dorothy Baruch. 60¢ Parent-Teacher Series
Bureau of Publications
Teachers College, Columbia U.
New York, N.Y.

Your Child and Discipline, Rudolf Dreikurs, N.D.
Viki Soltz REPRINTS from NEA Journal
Nat. Education Assoc. #382-11708 35 for $1
1201 16th St. N.W. Washington D.C. 20036

Materials in Packets

Girl Scout Training Materials
Packets from Bank Street College of Education (see above)
Human Relations Aids (Certain materials culled from many
104 E. 25th Street, New York 10, N.Y. many sources on each topic of interest)
The P.T.A. Preschool Study Packet, $3.

2. Report of the School Age Study Group

Our Section Leader was Mrs. Frances S. Miller, Director, Family Life Education Service, Adult Education Division, San Francisco Public Schools. The composition of our group was varied, including a social worker, a teacher, a student working toward a teaching credential, several PTA district chairmen - there were even a couple of us whose only distinction was being parents, PTA members, and interested.

We became aware and sensitive to communication blocks, such as:

Not really listening
Interrupting
Using emotionally charged words
Refusing to accept any idea other than one's own
Monopolizing the discussion
Unnecessary evaluation - reinterpretation
Strong positive statements
Would anyone like to question my statement?

And on the other side, the "communication starters":

Would anyone like to question my statement? (Roll that one around in your mind, and you'll see why it's included as both a stopper and starter).
I wonder if I understand what you mean?
I am asking a question, not questioning your statement

It is so - it is not so - let's find out if it is so - can be used when the question is provable - as soon as it is proved, conversation is stopped. When you look for a discussion topic, do not have one that can be proved, or you'll end the discussion before it starts. When planning a discussion, be sure it is debatable.

Joint planning is essential for study discussion groups, thus making communications easier. Knowing the content and keeping records is vital. In leading a study discussion group you have to think through and decide on lines of communication to use, as well as your task. Create alternatives to situations for study and discussion. Do not lose control and allow sufficient time to simmer down before making decisions. Change of attitude is dramatic. Learn socially accepted ways to allow others to accept these changes. Learn sensitivities of others and how they might receive your message.

Concerns of goals and priorities of discussion are foremost. Learn value of the need to discuss - knowing and understanding people, closeness, and warmth are very essential for Parent Education or other discussion groups. Having a common interest and ethics are vital.

We all need constructive criticisma. Without a negative evaluation, overpraise may create hostility and lack of trust.

In a group situation, too much information fed into the group without opportunity for feedback may cause lack of participation or bring little response.

The Elementary Section observed a Parent and Preschool Education Center which is connected with the John Adams Adult Education Program in San Francisco. We visited this preschool to observe the communication systems affecting the children and parents in the program. The children functioned comfortably in a permissive atmosphere with positive reenforcement of the structure and there appeared to be a warm relationship between teacher and parent. When the parent is assisting for the day, she is able to observe the methods of caring for her children and encouraged to do the same when assisting in the school. These frequent brief encounters are most effective in providing a period for communication between parent and teacher. In evaluating the relationship among staff, children, and parents, we concluded that this program is an excellent example of effective positive communication: The rare quality of the administrator and teacher, who are both task-oriented and who also consider the social-emotional needs of the child, staff, and parents, is evident with mutual genuine interest in the child's development. The field trip was most valuable in showing how to communicate values and happiness to a hard-to-reach group.

Our group also experimented with a play called "Fences" by Rose Schiller. This play concerns social change and integration in education. There are five characters in the cast and for each change of scene there is a change of role. It can be played by either men or women. As our players performed they seemed constantly confused as to just "who" they were. This same reaction was felt by the audience. We found ourselves losing the ability to "type" people. The play has all the complexity of how people think they feel and all the simplicity of a play. It generated a great deal of meaningful discussion including development of new ways of communicating with our families and persons in the community with whom we interact, such as school principals and teachers. It's important to have an informed and able group discussion leader and to allow ample time for new ideas in a project such as this.

A few "gems" we'd like to pass on to you:

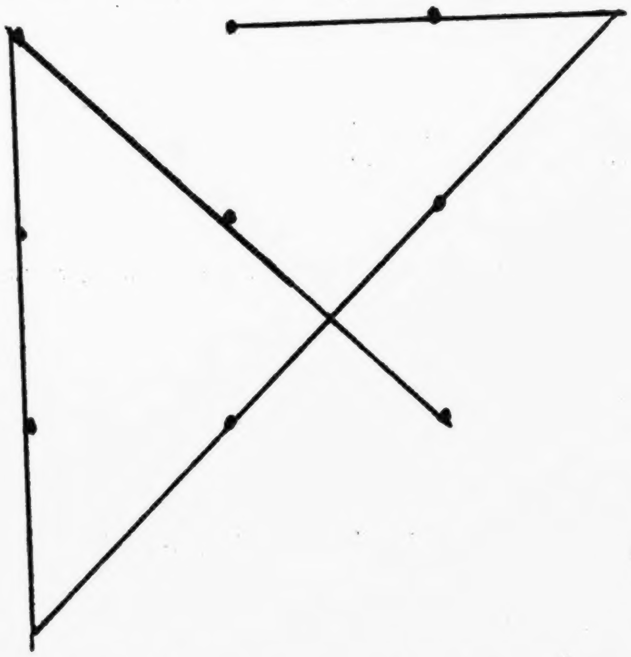
Parent education (a body of knowledge) vs. parental education (process of education of the child by the parent).

It's harder to learn something when you have to rid yourself of something you already "know."

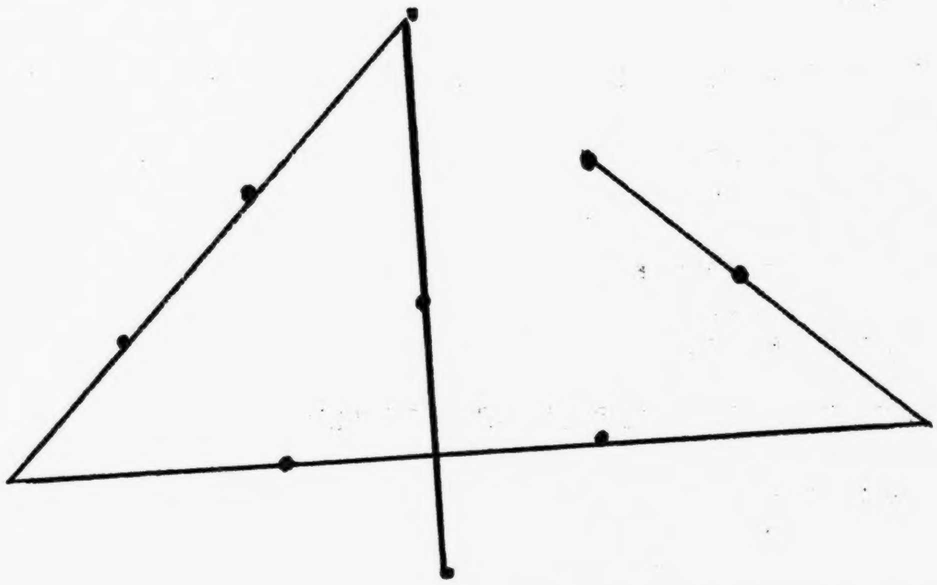
Everyone has some experience in common for the situation - shared experience.

We also saw a fine group of films and received a wealth of printed materials from Mrs. Miller.

The learning process can be done in many different ways. We are being continually encouraged to break out of old patterns of communication both in verbal form and in organizational ideas. As an illustration, we were asked to place three rows of dots of three dots each on a piece of paper and, using only four straight lines, draw one continuous line through every dot. Difficulties arose in solving the problem until the idea of getting outside the limits "seen" (but which were not really there) in the pattern of dots.



After we had learned to solve one form of a dot problem we were asked to do the same experiment using a baseball diamond.



The result of this experiment was that everyone found himself returning to the original method (they turned the paper so that the dots looked like the first diagram to solve the problem).

3. Report of the Adolescent Study Group

This group split into four subgroups because the section was large and the individual members could function more effectively in smaller subsections. The arrangement permitted better use of the available workshop time to explore and report upon topics relative to the main workshop theme.

Study group sessions devoted substantial amounts of time to follow up discussion of the general session content. The speakers at the general sessions frequently sparked strong reactions from members of this group by their presentations.

Each of the subgroups submitted a report on its findings.
The subgroups were made up as follows:

Subgroup 1. PROBLEMS AND NEEDS IN PARENT EDUCATION

John Enos
Joanne Eccleston
Noel Fitzgerald
Jo Weil

Subgroup 2. UTILIZATION OF COMMUNITY AGENCIES

Dick Beattie
Fran Gerlack
Doris Heinz
Gretchen Melville
Marion Wolf

Subgroup 3. USING EFFECTIVE COMMUNICATION IN THE PTA UNIT AND COMMUNITY

Noel Fitzgerald
Frances Gerlack
Don Nergord
Eleanor Redack
Betty Wright
Juanita Ivie

Subgroup 4. FAMILY LIFE EDUCATION DEVELOPMENT

Juanita Ivie
Nita Mehrten
Isabelle Metz
Dorothy Paul
John Enos

Report of Adolescent Subgroup No. 1--Problems and Needs in Parent Education

1. What is parent education and what does it include?
2. How to encourage and develop leadership - fitting jobs to people.
3. Finding ways of determining needs of community and implementation in program planning.
    a. How to make the community aware of these problems if it is not already.
4. How to organize a parent education program -
    a. Mechanics; i.e., - How to start, plan location (meeting place) day and time, contact speakers, plan programs, and the like.
5. How to plan good, effective and interesting programs - utilizing various types of programs. ie - study groups, speakers, informal discussion groups, audience participation.
6. How to reach the unconcerned, apathetic parents.
    a. How to encourage newcomers and make them feel wanted.
7. How to cooperate with the over-organized community.
8. How to arouse, keep and renew interest.
9. Communication - between parents-teachers-community-students administrators-children.
    a. How to get and utilize provocative, attention-getting materials and methods.
    b. How to improve communication in order to attain the desired goals as related to the above problems.
10. How to improve the PTA image.

Report of Adolescent Subgroup No. 2--Utilization of Community Resources

I. Introduction

Community agencies may be public service agencies funded by city, county, state or federal funds, or service communities funded by foundations, special fund raising activities, or self supporting volunteer groups.

Service agencies may be general in scope, serving all levels and ages of society, or may be specialized to serve one group: for example, Juvenile Hall, Youth Guidance Center, special schools or classes, and many others. It is hard to make a sharp definition for some groups and agencies because they may involve a number of various services to a variety of people.

Community agencies such as community centers or neighborhood houses work on programs directly for members of that community and also work with other organizations and agencies on programs, or on a referral basis. Often an interaction of agencies occurs.

Many agencies and organizations have formed a coordinating council around a general area of interest. For example the Family Life Coordinating Council has representatives from PTA, Mental Health, School District, Youth Guidance, etc. They meet, form sub-committees, study problems, make recommendations and report to their organizations. Unfortunately, political pressures, organizational by-laws or other reasons end the activity at this point. However, if the individual organizations agree to support an action, even though the scope of the support may be limited, action may be successfully directed to the proper officials. This was demonstrated, after many years of activity, when the San Francisco Schools adopted a K - 12 Family Life and sex education curriculum.

II. Community Communication

A. How to Reach the Apathetic Parent

The consensus of the adolescent group is that the apathetic parent is not being reached. Techniques will have to be tailored to meet the needs of individual parents. Some of these techniques are discussed below. Other sub-committees may have additional or better ones--Let's hear about them.

San Francisco Schools utilize the "Community Teacher" concept. A community teacher goes into the homes, meets with parents, teachers, and others in the community. This teacher serves as a liaison between home and school. Hopefully the parent senses the schools interest in their child. Parents and community teachers can then work through other community agencies to develop and additional involvement. The committee recommends that the PTAs in these areas should be prepared to present some service need or program that would interest and involve these parents. Welfare agencies and groups of socially oriented service agencies can help in identifying and helping to involve the apathetic parent.

The schools can initiate positive early contacts with parents. Parent education forums can be initiated by enlightened administrators. Night counseling hours can be established. Counselor and teacher contacts, when the child is not in trouble, not failing, can be set up. This positive approach reinforces positive parent attitudes towards school.

Some random thoughts: Community agencies have "open doors"--Use them. The national president urges PTA members to "rock the boat!" If we are afraid to rock the boat, we are losing ground; we must be creative and not afraid to go out on a limb.

B. How to Cooperate With The Over-Organized Community

We are dealing with both the over-organized parent and student. From the nonprofessional point of view, we find only too often the same parent active in school, service, church, and fund raising organizations, leaving little time available for the development of interests beyond the specific responsibilities of the home. This applies to both husband and wife.

The children more often than not are involved in school activities beyond the classroom which in many instances will occupy every afternoon and some evenings for the older adolescent. These will include varying types of lessons, rehearsals, youth group meetings, school clubs and athletics.

How then can we offer more to these already over-organized members of society?

"Coordination and stimulation" are key words in bringing information to a community. All the most carefully laid plans will not draw public interest if you do not give the feeling to them that they are really missing something important. A "better not miss this one" feeling. Publicity needs to have the utmost of cooperation with the local press. The different approach must be used, both visual and verbal.

A few ideas: Use the panel method with a buzz group including various agencies who will relate directly to the group and each other; include student leaders in planning a workshop for their parents and teachers; call community leaders together with agencies to discuss a mutual problem area with positive planned action with other community agencies; communicate with school teachers and jointly discuss and plan ways the community and parents can be of assistance; stay away from the "always" used local speaker just because he is a good fellow and easy to reach. Most good things take time and effort.

Perhaps if the PTA were to step aside and accept the credit in a veiled manner we could reach the public eye more often. We all know in some communities the word PTA turns people off. Take a back seat once in a while. Have really important programs without a general meeting and announce that NO meeting will be held. Support anything possible where you are rendering a service to the community and not always for a "money raiser" and really publicize the fact. Children Movie Series, Youth Forum, Adult Workshops, Glee robes for the school, assistance to teachers if desired and no monetary gains for the PTA, just service rendered.

III. A Sample Program

Section III of the subcommittee report dealt with an example of an actual lecture-discussion series set up by the PTA in cooperation with a mental health clinic, its sponsoring guild, a coordinating council, and the local adult school.

An attractive and provocative cover for the program for this function was used. It is on display and further information may be obtained from Gretchen Melville of this conference.

IV. Professional Relationships--Your School and Community Agencies

Community agencies, like people, often face difficulties in communication. Your school may be a victim of lack of communication between agencies; it also may not. In some communities there seems to be a tendency on the part of para-professionals to open two-way channels of communication. Schools fill out many reports and forms for probation, welfare, etc. Often, these agencies seem reluctant to share what they consider "professional, confidential" information with school psychologists and counselors. They evidently consider these professionals "lay people."

Alert your political action committees to this possible situation and stand by to help your school in this matter if it exists in your community. Remember, the schools are your schools and you know it. Don't forget that other community agencies are yours too. They are just as susceptible to pressure as the schools.

Report of Adolescent Subgroup No. 3--Using Effective Communication in the PTA Unit and Community

As a subcommittee we would like to stress the point that our report is on a very general level and that there is considerable overlap with other reports. Much more time could have been spent reviewing this complex area.

A general definition of Effective Communication is - efficient disseminating of information on a given subject, topic, or meeting so that people know or are cognisant of what is occurring. It is the transference of ideas, facts or points of view from one person or persons to others. You must be able to express the ideas, topics, and goals, so that others understand fully. Effective Communications also involves some response or feedback from the people receiving the message. Communication is not truly effective if your desired result or goal is not accomplished. Communication must be a continuous process if it is to be really effective.

Whom Do We Want To Reach?

There are always the interested, work-oriented and socially oriented parents who look forward to PTA as an opportunity to learn more about their child's school, his friends, and their parents. Many who come to meetings have special needs that PTA fulfills. Some are truly motivated to serve the organization and the community; some need the friendships PTA develops, the contact with other adults of similar interests. Some have special skills; i.e., art, craft, music, office; and PTA gives them a chance to use these in a rewarding, self-fulfilling, and acceptable manner. As in any group, some need to control; others to be controlled. In an all-inclusive group, dedicated to the welfare of children and youth, these motivations are needed, these needs are met, and the skills find an outlet.

However, there are vast areas where PTA never reaches. There are parents with all the above needs, motivations, and skills who never participate in PTA, or, for that matter, in any community service. For the purpose of our subsection we have attempted to list some of these. Perhaps in focusing on their identity we can devise some types of programs, some techniques, some way of involving them in the program. We know they have much to offer. But how to reach them?

The list includes:

The non-English-speaking parent, with a language barrier that makes transmitting of both oral and written messages extremely difficult.

The economically deprived parent who has no money for dues and who doesn't even have the clothes or shoes he feels are appropriate to go to a meeting at school.

The migrant parent - transient parent who moves to a new neighborhood so frequently that no root or home-base is ever established.

The emotionally disturbed parent with so many problems in his life that he effectively seals himself off from contact with parents he feels have more successes.

The apathetic parent with no great interest, drive, or motivation. He doesn't participate, doesn't vote, and adopts a complete laissez faire attitude.

The self-centered parent with only my child as the interest. Any participation is purely selfish and often damaging in a PTA because she uses PTA as a wedge to control school personnel in regard to her child.

The "fun" group, occupied with TV, bowling, bridge--interested only in being entertained.

The single parent, who feels uncomfortable and very vulnerable in a PTA situation.

The formerly active member who has served his time and now wants no part in any structured activity, even advisory.

The uneducated, who is afraid of school people, afraid of the school, afraid to expose his ignorance in any kind of group.

Parents with a cultural background that prohibits their taking part in organizations.

Minority group parents who feel discriminated against and who hesitate putting themselves into a group they feel no trust for.

The working parent, whose working hours simply do not allow participation in the group.

The extremely shy and timid parent who can't take the first meeting without a great deal of support and who at the first indication of rejection, real or fancied, goes back into his shell.

The "superior" parent who knows everything there is to know and considers PTA a complete wasteland.

The trapped parent, with many children and no one to take over and enable her to get out enough to participate.

The invisible parents - the parents in a cultural or economic ghetto, never seen, never participating. We can't assess their needs or desires.

There are many others we feel certain we have omitted. Many of the parents on this list can be reached if we have the time to do something about it and if we really care enough. We must realize, however, that there are the "unreachables." "I am one person. I cannot do everything. But, I can do something - and I must begin."

If we are committed to parent education, we must also know that everyone is not suited to PTA, or PTA suited to everyone. We must make the effort to guide those who can best be served in other ways to other organizations, community services, churches, or synagogues. Others in the list are in desperate need of adult education in other branches, such as English as a Second Language, Home Economics, curricular subjects.

Just as you don't have an answer without a question, you don't have the solution without the problem. These are the parents we need to reach. How?

How Communities Differ and a Statement of the Problems

There are some factors relating to communities, such as size, population, nationalities and ethnic groups represented, earning power, and geographic location, which we can consider at each local level. Of more importance to communication of ideas, topics, and information is the knowledge of the community. What are the little things that make your area unique and different from others? Each group of PTA leaders should evaluate its own community with this in mind.

Certainly what works in one area will not always work in another. The group should attempt a variety of techniques which they feel are appropos for their special community.

Distances can sometimes prove to be a problem and should certainly be taken into account. Weather conditions play an important part in many areas of our state. Mail delivery will vary to a certain degree, and delays must be preconsidered. Telephone communication is costly in large sprawl areas.

Techniques of Communication

The following are merely a few of the tried methods of communication that may, or may not meet the needs of an individual unit or community. This list may be elaborated upon. Imagination and creativity is the key.

Newspaper
Newsettes
Flyers
Posters - in stores, laundromats, barbershops, beauty shops, etc. GET THEM OUT OF THE SCHOOL INTO THE COMMUNITY. If placed on a plate glass store front, have message on BOTH sides so it can be read coming and going.

Phone calls - the caller must know what he is talking about and be enthusiastic.

Telephone Tree - (each person calls two, they in turn call two and so forth)

Radio, TV

Notices on Bulletin Boards in neighborhood stores, church, school.

Announcements to students to remind parents.

Kindergarden pin-ons.

Church bulletins, school administrators bulletins.

Banner on school grounds.

Public address truck.

Service clubs and allied organizations - ask them to announce at meetings.

Signs on commercial vehicles

Each one reach one

Again, this committee would like to stress that PERSONAL CONTACT is the most effective technique for involving people.

Content of Message

What you say and HOW you say it. "What" should be determined by the needs of the unit or community and be timely. "How" is crucial; the message must be packaged attractively, appealingly, and mentally and emotionally involve those whom you wish to reach.

"Teen-age dope addiction or some such topic, might be very timely and meet the needs of a community where this is a problem. But the message must convey a personal appeal to each individual, or the parent will not respond favorably - will "turn off" with a "my-child-would-never-do-that" attitude.

The message should be packaged attractively, appealing to as many senses as possible. Written communications should be brief; they appeal to our visual sense only, and if long and sterile looking, busy people will not bother. Many of those we wish to reach can't read, or can't read English. Perhaps some creativity in typography would help. Modern media can be employed effectively; Op art for attention getting is good, but don't lose the message. Films can sometimes be better than a lecture, as persons will identify with someone in film.

Most important - know the level of sophistication of the group you wish to reach.

Involvement

How do we get people involved in parent education and how do we keep them involved? This is a crucial element of effective communication.

Vital, interesting programs geared to the real interests and needs of parents, of course, are essential.

Perhaps just as important is the way parents are approached initially and the way they are received and treated at the class or meeting.

Our subsection unanimously concluded that the personal contact between the PTA member and the parent holds the key to this. To be effective, the PTA representative must be enthusiastic, friendly and genuine in getting across his ideas and concerns about parent education.

It is also very important that he have all the information about programs, meetings, and so forth and be able to transmit this accurately. Hazy guesses or incomplete or inaccurate information loses people.

Of especial importance, we think, is that the PTA representative attempt to establish a mutual interest with the parent such as "our children are in the same homeroom", or "on the same basketball team." This is important, we believe, because in order to get people involved we must help "them" and "they" to become "we" and "us." The parents we are trying to reach will not be truly involved until they look on the class or organization as their own.

Some techniques involving personal contact which have been found useful are:

Offering to take people to meetings, or to meet them there, or to take them around, or to sit with them.

If they have come once and then miss a meeting, contact them to let them know they were missed.

Name tags.

Make a point to have a PTA person see each new parent at each meeting to talk with them personally, telling them about PTA programs in an enthusiastic, interesting way, and ascertaining if this parent might be interested in being on a committee. There should be follow-up on this.

Programs involving people's children are often successful in getting them to participate.

Report of Adolescent Subgroup No. 4--Family Life Education

Family Life Education Committee

Beginning problems in one California district:

Presently has no Family Life classes at any level. The only "sex instruction" given is a film on menstruation shown to the 5th grade girls. There is no VD program, no human reproduction information, no physiology in the Science Dept. The need is not only for "facts" but also for building healthy attitudes and emotional responses.

PTA consists of two elementary school units, no junior or senior high units.

Plans call for sending into the community 100 reprints of the article which appeared in the PTA Magazine and in the Reader's Digest entitled "The Case For Enlightened Sex Education." This will be accompanied by a letter signed by key community leaders, including the clergy and medical profession, requesting the interest and concern of the citizens of the community and their attendance at a meeting where these needs could be more fully discussed.

School professionals have indicated receptiveness if approached by the community. However, there is serious friction in the school district at the administrative level and it may be difficult to accomplish much of a constructive nature until some internal stresses are resolved.

The Community Committee for Family Life Education

In order to avoid endless debate and friction in a community, look for a way to establish an areawide advisory committee—through PTA units, councils, or districts, or through any civic group, parents organization or community group interested.

The composition of this "community committee for family life education" might include as many as possible of the following people who are interested, who, if possible, should be community leaders.

Makeup of a Community Committee

School Board Member
Parents (2); preferably a father and a mother
PTA President
Clergyman
School Administrator
Teacher, elementary (K-6; or K-8)
Teacher, secondary (7-14)

Secondary Students (2) boy and girl
Psychologist, School, or Private
Public Health Personnel
Probation officer (juvenile)
Physicians: obstetrician, gynecologist, pediatrician, psychiatrist, general practitioner, or any interested physician

The format of above committee is not absolutely necessary; it is merely recommended.

The school district superintendent should be asked by the community committee to appear before the local school board at a regular meeting. The board should then give the community committee a specific charge--for example, to make recommendations or to assess the climate of public opinion in the area. The board should then put a time limit on the report given it by the community committee.

The committee should be able to agree on and approve major concepts to be taught at specific grade levels.

After the community-school committee has presented its written report, the board of education will probably, and hopefully, ask the school superintendent to create a professional committee to write a Course Outline (K-12, K-6, or grades 7-8-9).

The community committee now assumes an advisory capacity to the school district and can act as an advisory community-school committee for the board and school staff. It can then be a "sounding board" for public opinion in the area on family life education (including sex education) programs in the school curriculum.

Ways to Implement a Family Life Program

In the Family Life study made in the Newport-Mesa Unified School District we found that the range of youth's problems is wide, and growing up has never been a tranquil process. However, in this time of revolutionary change, the strains are increasing. No child comes into this world with a blueprint of what he shall do and be. This can only come from the people with whom he lives, persons on whom he is totally dependent for his survival. If the picture of the real world which the child receives is distorted because his parents are interacting inappropriately as mates or as parents, the child's view of the world will be distorted and his resultant conduct inappropriate to the situation in which he finds himself. Such conduct is often a moral hazard to those who innocently come in contact with him.

We also found that few adults can talk reasonably and objectively about sex to their children, or for that matter, even to each other. Each child gets a sex education. The only question is, "what kind and from whom." Those who have worked closely with failing families know that much of the failure is due to failure before marriage. If this is true, then the parents are not doing their job of preparing the next generation for a satisfactory life. They are inadequate to the task. Thus every failing family with three children produces the potential of three failing families in the next generation. Strength of character is something we learn in our homes and in many homes children are not learning this or being exposed to it.

There are many ways to implement a family life and sex program into the curriculum. Listed below are just a few ways which have proven very successful in many school districts across the United States.

Plan 1. Advisory committee of qualified persons in this field appointed by the school board. The committee plans the program and involves the PTA's in presenting the information to the parents as to the content, teacher in-service training and other general information which the parents might want to know.

Plan 2. The school board prevails upon organizations, clubs and professional groups to appoint members to an advisory committee. The committee conducts a survey of the community to get the feeling of the community to such a program.

Plan 3. The PTA initiates the program by:

- a. Passing a resolution to study the problem and need for such a program in their school system.
- b. Organizes a speakers' bureau.
- c. Organizes an advisory committee of professional persons.
- d. Presents programs to parents, informing them of the possibility of the success of such a program in the school curriculum.
- e. Presents findings to the school board.
- f. School board takes it from there and organizes a group of informed persons to plan the curriculum and then implement program into the school system.

Family Life Development

Family Life Development has been presented on the Senior High level in Richmond for twenty years. John Enos showed a large art pad he uses as a transportable visual aid to explain the program.

Family Sociology includes:

1. Personality Analysis
2. Teenage Boy - Girl Relationship
    a. Dating Practices
        1. Boy's view
        2. Girl's view

    b. Parents' Problems

3. Courtship
4. Meaning of Engagement
5. Marriage
6. Child Development
7. Biological Facts
8. Public Health Problems

John gave background on his study and development of the program. Sex emerged as a "hot" topic. Parent Teacher's Family Life people showed interest in a program. Pressure was put on the curriculum director. A definition was devised and a policy worked out in the school board. It was adopted as a policy.

Because of all this interest and preparation, an inservice training was developed for teachers in the district from kindergarten to twelfth grade. Twelve two-hour meetings were planned. When all the material had been gathered, goals were assessed as being too high and more realistic ones were set.

The director of instruction budgeted $1200.00 to organize, synthesize and write up a program and John was given the task to develop a study guide. Another inservice group is planned for next year.

The attempt is made not to make this study a special thing but to make educators as comfortable as possible. It should be a normal, family type thing. Training is the key to a good family life program.

Much is being done in the curriculum now. On a senior high level, great care is needed by principal in selection of teacher for the subject.

It is proposed that a Saturday workshop be started in the fall with a principal and one teacher in each elementary school present. Examples of the developmental program include:

Kindergarten:	Know sex differences, give direction to roles of male and female. (Home is where people love and care for you.) Develop good feelings about the body.
1st grade:	Develop appreciation and wonder about the body. Develop responsibility for the body, understand "egg" concept, good health, a good self concept.

A brief description of other grades was made; i.e., plants, animals.
Gather as much material as possible for project.
Write guide for boys' physical education, girls' physical education, VD unit. (Discussion on where this class would be placed.) It was felt that the ability and personality of most science teachers would make this a poor place for the program. Social studies teachers are not doing too successful a job now. Physical education seemed a logical choice.Efforts are being made to get physical education called physical and health education.

We need to develop new sciences of Public Health.

There is pressure for putting 12th grade family life course into 10th. It is now open to selected members of 10th grade.

PTA has really helped and been committed to program. They must not retreat after the program gets started. How far should the program go? Should birth control be included?

In a program of this kind, doctors, public health nurses and personnel are friends and allies.

APPENDIX

MEANWHILE BACK AT THE BARRIO, OR, HOW TO UNDERSTAND THE AMERICAN OF MEXICAN DESCENT WITHOUT REALLY TRYING

Eugene Gonzales

Educators have endeavored to convince everyone that public school education, from kindergarten to 12th grade, is a system free to all who wish to take advantage of it. As a group, educators have over and over again pledged to guarantee to every student the kind of instruction commensurate with his ability to achieve. If this has been our banner, we must ask ourselves--have both educators and parents lived up to this challenge?

Have we carried out the concept of equal opportunity for students regardless of color, creed, or national ancestry? My assignment tonight is to describe the plight and causes, and perhaps propose some remedies, relating to students of "minority" status--a minority status designated to those who belong to a specific ethnic or racial group.

I have been specifically requested to enlarge upon the pulsations of a certain ethnic minority--the Mexican-American--existing in our great state of California. I will also present the dilemma of thousands upon thousands of the children of migrant farm workers who reside with their parents in our state for brief periods. In other words, I shall focus general remarks upon that important segment of our population, that colorful character of "Mañana Land," the Hispano Americano.

The term "Hispano" as frequently used perhaps needs clarification. It seems best to explain the illusiveness of identifying the Spanish-surnamed. It is interesting how various labels are tacked upon this ethnic group according to the geographical area in which they exist. In Texas the term "Latin-American" is frequently heard along with "Mexican"--or the abbreviated word "Mex." New Mexico, due to its hispanic background, usually applies the word "Hispano" or "Spanish-American" but stills reserves the "Mexican" usage for its less affluent--particularly as one travels closer to the border. Arizona, with its long history of Spanish-speaking association, leans to "Spanish-speaking" or "Spanish-surname" but still keeps "Mexican-American" in vogue if not relying simply on "Mexican," depending upon the neighborhood from whence the person leaves daily. In California the designation of "Mexican-American" is about the most common. Frankly, "Spanish-speaking" is a poor term, since all Mexican-Americans do not speak Spanish; and "Spanish-surname" is incorrect, since many persons identified with this group do not have surnames linked with Spanish origin. The usage of "Spanish-surname" to identify can be off 8 percent, with 15 percent not too unlikely. The only real way of identification is closer to the definition I once heard, "A Mexican-American is one who is deemed to be one by those with whom he associates." Just to amplify the quandary of terms, we still hear "Early Californian," "Hispanic-American," "Texas-American," "Spanish," and so on to cover just a few of the polite references.

---

[1] Full text of the talk made by Dr. Gonzales at the July 27, 1967, evening general session of the Workshop.

Unfortunately, there are several myths that still prevail which should be shattered if we as educators, parents, and members of P.T.A. are to understand and appreciate those sleepy characters so often illustrated lying under cacti. Mexican-Americans are not naturally talented in art and/or music. They do not all have strong white teeth due to eating corn and beans. They are not instinctively rhythm conscious! Parents as a whole do not urge their children to drop out of school early to help defray family living expenses. Girls are not encouraged to marry young in order to raise large families as good Mexican-American women should.

It is definitely wrong to foster the belief that parents and students place scant importance on education--that they only look toward immediate award and instant satisfaction. Mexican-American professionals do not always leave the barrios for greener pastures elsewhere--forsaking their former neighborhoods, parents, relatives, and friends.

I wish to counter prevalent myths by disclosing the following: (1) As many talented, gifted students are in Mexican-American barrios as in any other sector in our society. (2) Speaking Spanish is not a disadvantage--the problem is not that Mexican-American students speak Spanish, but that teachers don't! (3) Spanish surnamed will not achieve by being tied to an outmoded and obsolete curriculum, such as learning to respect themselves by grinding corn on a metate, breaking a Piñata, dancing the Hota and other stereotyping customs considered authentic by the Anglo. (4) Bilingualism is an asset, not a handicap--a fact finally resulting in a bill signed by our Governor after 88 years of punitive action by both school and community. With Mexico adjoining our border, no wonder the language has persisted regardless of several generations. (5) We are now witnessing a new breed of Mexican-Americans--no longer docile or dripping with humility--forever pleading that "my Casa is your Casa."

I won't take your time to point out to you parents the differences that exist between urban and rural areas which confront more than 1,160 school boards. In order to give our State Department of Education data to begin the analysis of ethnic and racial imbalance, a state-wide survey has just been completed. Of note is that only a few districts declined to participate. While districts themselves may elect to disclose the data, the Department's use will be for research and to determine imbalance wherever it occurs and state-wide data is held confidential.

Recently, Los Angeles with 8,000 ghettos has been termed the "City of Ethnics." It is a city of 7 million inhabitants. The largest minority is the "Tortilla Eating" Mexican-American, some 800,000---ten times the number found in San Francisco. Some 2,200 Mexicans enter the Los Angeles port of entry each month! The only metropolitan census area in California in which the Mexican-American as an ethnic group is outnumbered is Oakland. Of interest is that one-half of all Mexican-Americans over the age of 14 have not gone beyond the 8th grade.

If I may digress with a personal example for a moment, I still remember my sister rushing into our house on several occasions, sobbing and hurt, after being sent home as a punishment for using Spanish on an elementary school playground--the only language she, and I, knew at that time. In California the law--until this year--May 24--was that instruction had to be in English--A mandatory requirement--making no allowances for children arriving at school from non-English speaking homes--plunged into a world of strange words and then expected to compete, if not adjust, in a fashion similar to English-speaking classmates. Historically, this is somewhat ironic since the California Constitution of 1849 was written both in English and Spanish--Spanish being the official language of California for some 30 years! But history has its day, for a law presently mandates foreign language instruction in grades 6-7-8, with some 94 percent of our schools choosing to teach Spanish. The treaty of Guadalupe Hidalgo which ended the Mexican-American War and was ratified in 1848 is perhaps the most important document of the Mexican-American. This treaty guaranteed the civil rights of all Mexicans who remained in the annexed territories. By its provisions, the Mexican-American was able to continue to foster his culture, living habits, and language. How well has this treaty been honored?

Not very many people know that during World War II the Mexican-American was finally recognized, sociologically, as an "American citizen" as a result of official letters between Mexico and Congress relating to the Los Angeles riots called the "Zoot Suit Wars" between servicemen and young inhabitants of barrios. Before that time, persons of Mexican descent were "Mexicans"--then they became known as "Mexican-Americans." Needless to say--even that term is still a form of segregation and alienation.

Frequently, many well-meaning persons refer to the "Mexican" as a race. Unfortunately, even sociologists and sophisticated educators continue to make the distinction between Mexicans and Anglos. Legally, the Mexican is a caucasian emerging from European stock. But in all honesty, the Mexican-American is not necessarily discriminated against because of ancestry, but, in reality, due to educational and economic shortcomings.

Educators, school board members, and we as parents are faced with tremendous odds toward extending equal education to all those engulfed within the urban sprawl. Deteriorating neighborhoods, best described as slums, are often found near abandoned industrial areas which are crisscrossed by networks of modern freeways and mazes of train tracks. Within these ghettos and barrios, we find the so-called unmotivated culturally deprived, whom we can better label the culturally different child. I am not disclosing secrets by saying that in these areas we seldom see the newest school buildings--we don't meet the best trained or inspired teachers--and we don't discover the undaunted fearless administrator.

As educators and parents concerned with youth, we must realize that the educational barriers confronting urban educators increase geometrically with great force. Blight begets blight. Discouragement breeds neglect. Idle hands forget the dignity of productivity. Officials represent authority. Authority means rule by the dominant society, not of, by, or for the people.

We need to ask ourselves, have we recruited and trained teachers in our university and college programs who are able to react to these urban ghetto-barrio students? Are teachers proud to state that they are assigned to underprivileged neighborhoods? Have administrators placed a premium on these teachers? How well are our principals and their assistants equipped to earn and gain the respect of the parents of these children? Do we place the new, the young, and the inexperienced teacher in these areas--many of whom are trained out of the state? Without investigating too strenuously, are "prestige" schools reserved for "Gabachos"--with perhaps one racial minority teacher, if not a custodian, to represent "integration?"

Too long have we seen children of poor neighborhoods excused for inferior academic progress due to supposedly inadequate homes and cultural differences. I don't believe that education jargon will ever assure excellence until we realize that our curricular techniques and approaches to teaching basic skill subjects have to be carefully evaluated. The same instruction, as fine as it is, for a middle and upper class student will not necessarily suffice for the ghettos and barrios. I question the validity of the use of the "Look-Say" method of teaching the culturally different with irrelevant pictures and texts. I am becoming more and more convinced that building igloos, playing store, grinding corn, and performing ethnic dances are not the best ways to educate children from homes that do not reflect normal expected potential to learn--so common of the majority of our school population. It is not surprising then that the University of California here at Berkeley and at Los Angeles each has about 75 students of Mexican ancestry out of some 26,000 students enrolled at each institution--representing less than one-third of one percent!

Presently being exploded is the myth that certain ethnic groups do not wish to communicate with school officials--will not come to school activities--and will not take an interest in responding to notes and questionnaires. I suggest that we alter our ways of approaching hard-to-reach parents. Have we tried to go to them in the many Watts and barrio areas? How comfortable are they while clutching and balancing a cup of tea on one knee and holding on to several cookies at the same time? Is it still true that parents are usually summoned to school but very seldom are visited at home? I have heard district personnel carelessly say that teachers are not expected or encouraged to visit homes--or at least without the principal's permission or suggestion. Or, perhaps the claim is that teachers should not leave the sanctity of the classroom--apparently, only nurses or other auxiliary persons should invade the home!

Community leaders and parents in particular should be aware that many urban districts have about exhausted increased property tax elections and bonded indebtedness. As schools become unsafe, capital outlay funds are practically nonexistent. Classrooms become crowded, waiting lists soar for preschool, kindergarten, and first grade. Suitable sites, averaging $68,000 per acre in Los Angeles, become unattainable with competition for purchase from business and industry. Urban salary schedules generally greatly outweigh nonurban districts. Unionization and insistence on collective bargaining is prevalent in urbanized centers. Transportation problems become nightmares. Racial and ethnic organizations become vocal, if not militant, in their demands for remedying wrongs. While urban areas are not yet actual jungles, a machete goes a long way to hack one's way through the tentacles emerging from the monstrosities we call urban school districts.

In California there is more and more conviction that urban centers must be given some manner of financial relief by the state for its festering sores and wounds. As long as concentration is evidenced by bleak ghettos and Spanish-speaking barrios educational costs to allow for crucial expansion of staff and services become astronomical and to the unbeliever completely out of reason. To give the same basic aid to every district regardless of wealth and assessed evaluation is debatable. Equal education implies that one district is as able as any other district to provide a quality educational program. Do we believe that a child in Willowbrook, a district in Watts, will receive the same quality of education as his counterpart in Beverly Hills? Should education be left to chance?

As parents are we inquisitive as to why we today see large urban districts going directly to the Federal Government and national organizations for funds and assistance? The Federal Government allotted nine billion dollars this year for education and related activities. Some of us know that state educational agencies are at times being overlooked by both local district and federal authorities in respect to federally funded programs. Admittedly, larger school districts have competent staff; but public school education is a partnership of local and state government, and communication is vital if mutual dialogue is to continue in order for the state agency to express itself in service, research, and leadership.

One of the greatest indictments we have experienced in education has been that of providing for our migrant farm workers' children. In California we estimate that about 350,000 migrants follow the crops; of these some 60-80,000 are school-aged children. Some 20 percent come from out-of-state to continue their harvest into Oregon, Washington, other nearby states, and below our border into Mexico. While California has prided itself as being progressive, there has been little attention to the migrant. I know for a fact that other Western and Midwestern states, including Texas, and several on the coast have in the past years staffed their state education agencies to meet this challenge. Communities have had little communication with parents of migrant children.

In California we have some 20 centers of concentration which follow somewhat the migrant stream so well known to many agricultural labor contractors but for some reason unfamiliar to rural school authorities. As you know, the migrant is here today and readily gone in a short time. Children very seldom seek immediate school enrollment. The unwritten policy of some districts of not admitting them during the first month of residence does little to encourage regular admission and continuation! I will concur that the event of several hundred school aged children descending upon a small country school, already struggling to provide what it can for its own population, is, in anyone's imagination, a difficult one.

We know that the harvesting of crops is not a respecter of state borders, and that hunger and job seeking do not cease at state boundaries. As the "Green Card" replaces many resident farm workers, many more desperate families leave and join the migrant stream. I need not tell you that the highest percentage of migrants are Spanish-surnamed--as high as 80 percent in some areas. As jobs are gradually replaced by automation, many workers who once returned to a stable home will need to find new jobs, go to new places, and learn by word-of-mouth and from eager farm labor recruiters where to find new employment.

When one analyzes this predicament closely, the facts become clear that parents of migrant students, both residential and seasonal, must be trained and educated to learn other livelihoods. The awareness that Spanish-speaking families are of a language different that that of the community in which they find themselves compounds the problem. I am not speaking of Spanish-surnamed adults new to the United States or to California or to any of our Western states, but second and third generations--many of whose forefathers were born in Mexican territory--territory that is now part of the United States. I am reminded that when I was in Mexico City some time ago looking into the possibility of teacher exchange and instructional materials for bilinguals, I was asked how well was I enjoying California--commonly referred to as "Occupied Mexico!"

Now that the Mexican-American has been discovered by the news media and articles upon articles are being written about him, I have been asked the question about its leadership. As you well know, there is no Mexican equivalent to the NAACP or CORE and certainly no machinery similar to SNCC!! In reality, there is no nationwide organized body representing the Spanish-surnamed, Spanish-speaking American--there is no Mexican B'nai B'rith akin to the Jewish community. Yes, there are the Lulac, CSO, and G. I. groups; but they do not reflect, even collectively, the involvement and representation of all "Pochos." For unless the Mexican-American is found in the barrio is of dark complexion, including Indian facial features, black straight hair--kept down by heavy applications of hair pomade, and somewhat hesitant in speech, if not struggling from poor speech articulation, he is not instantly identified among us.

At this point, I wish to remind you that the Mexican-American as a distinct ethnic group contributed more World War II medal of honor winners than any other specific ethnic or racial group--17 in all. In the Korean War, I know of no Mexican-American who betrayed his country to the Communists under pressure and psychological warfare. All of these 17 men came from the barrios--with little education to speak of but worthy of the highest award our country can give to its citizens. They are descendants of parents claiming heritage from Hernan Cortez, conquistador of 1519, and the followers of Montezuma.

If time allowed, I could describe to you the emerging representation of the Mexican-American people of the West and Southwest--some 5 million (perhaps 8 million in total if we included those in other states, like the reported 90 thousand in Chicago) plus those who have married the MacPhersons and have changed their name from Carreon to Carr or from Mendoza to Mend. It is not surprising that the first outcry of anguish and pain comes from the most wounded within the Mexican-American ranks. I can name those who have for a lifetime struggled to improve educational offerings to little avail and have finally thrown up their hands in despair. I don't believe that demonstrations, charges and countercharges, mass walkouts timed with sufficient press coverage, experts being invited to Washington, D.C., to plan a White House Conference on the Mexican-American are necessarily the ways to achieve lasting change. They do, however, have their value and serve to bring attention to the majority the status of the underdog. Which should remind us why a dog has fleas--to remind him that he is a dog.

To the student of the Mexican-American awakening, the early movements of persons reflecting the spirit of "Pancho Villa" must be paradoxical. For within this large group I am discussing there are conflicting philosophies and ideologies. There is often evidence of self-destruction, even cannibalism, taking place as leader after leader carries out his personal "coup" and the outside community sits back to await the outcome like spectators at a bull fight watching the evenly matched torero and the bull. I can even hear the ring of "Olé" coming from various groups, including a few prominent state and national professional associations whose titles escape me at this very minute.

To be sure there have been books, chapters, and verses written on the Mexican-American, many have received national attention. Too many researchers shudder at the thought of stereotyping, then unfortunately proceed to depict the Mexican-American as a colorful, masculine, swarthy, happy, grinning, white-toothed, lazy, frijol-eating, tortilla-munching, family-deserting, tequila-drinking, and not to exhaust the list, music-loving character--not too bright, but very hospitable and, to repeat, whose home "is your home"--to recapture the flourish of the Mexican Government tourist bureau posters.

For years Spanish-speaking parents have heard that the Mexican-American child needs a different type of curriculum. I happen to believe there is some justification for this. We are bombarded with the pleas to retain and uplift the culture and language of the Mexican-American. I, too, subscribe to this. There is the demand that somehow the Mexican-American child live in two cultures--in two worlds--while being fleet-footed enough to swing from one pendulum to another--finally merging into a totally integrated or assimilated person who is able to clutch his taco in one hand while taking part in a scholarly debate with his monolingual student counterpart!

I can even accept this theory once we have determined what is meant by "Change in Curriculum" and "Vertical Assimilation" without the loss of native cultural traits while we incorporate new ones. We must discover methods by which we can appraise the ability to speak Spanish--but this still leaves the need to write and read Spanish. The stage at which a child can be adequately instructed in his native tongue and initiate the transition into English is still largely unknown.

What am I saying? Specifically, that there is practically no research on the bilingual child--how he learns, how he perceives himself, which curriculum materials seem to be best for his particular ability to learn, how language develops, and at which stage change takes place. The complexity of not being fully in command of one's own native tongue and then suddenly thrust into another language situation is as yet not fully comprehended nor understood by either researchers--teachers, administrators--nor self-styled lay innovators. This is even worse when such teachers and administrators have no respect for that child's native tongue.

I tell Spanish-speaking parents that it will take some time before the status of the Hispano is improved and even a longer period to ascertain whether the achievement lag is economic and/or social rather than cultural. Very few of my affluent Mexican-American colleagues have lost interest in chile con carne, Jalapeños, or Mexican ballads. The difference between them and those who have remained in the barrios is solely education--education which comes about through perseverance and struggle which, by the way, is the same story for all Americans in our country. As an aside, we no longer can listen to impotent mavericks, especially among Mexican-American spokesmen, who are propelled by imaginary glory--who are confused with visions of themselves as saviors/or who are seeking positions of political intrigue and exhortation. Then, of course, the Mexican community also has its share of "Tio Tomas"--"Uncle Toms."

May I conclude by reviewing or restating a few of the observations I wish to emphasize and to share with you as parents:

Western urban centers will become even more racially and ethnically concentrated due to lack of hope in racial areas of other urban cities in the U.S.A., in addition to movement from the deep south and other rural areas in which many negroes and Mexican-Americans find themselves caught in the grip of poverty. Flight from the ghettos and barrios of more affluent members, economically sufficient and highly educated, robs neighborhoods of able leadership and direction. There is less verbalization that "two-way" bussing across busy freeways and heavy traffic will solve our problem of imbalance. I am for integration mainly for the association values acquired by Anglos by such direct involvement with people of other racial stacks and socioeconomic levels.

At the same time, I would never agree that a school attended predominantly by Mexican-American students is by itself inferior by the fact that all are of the same ethnic descent. The Mexican -American's pride of being a Mexican, shared by five million of us, cannot accept this premise of inferiority due to concentration of numbers. To a Chicano, this claim is repugnant and totally foreign to self-worth as a "Raza."

May I refer to several personal convictions about remedying the situation confronting educators and parents as they move to assist the "Chicano:"

1. We must continue to promote within the Spanish-surnamed student pride in his culture, heritage, and language.

2. Avoid insistence, or force, upon him to substitute middle class values with which he finds association difficult.

3. Cease equating slow language development with low intelligence.

4. Rework and discard those methods of instruction that have failed.

5. Guide and inspire students to look forward to higher education.

6. Train student teachers in schools serving barrios and blighted neighborhoods where master teachers are desperately required.

7. Seek advice from resource persons of the same ethnic background for suggestions in order to convey to parents the essence of education.

8. Overcome teacher fear and hesitation of visiting parents at home and refrain from scheduling all parent conferences within the shelter of the classroom.

Finally, I will conclude with these views as they apply to the Mexican-American adult--the parent: (1) While college education is still considered unattainable in many households, there is a deep sense of pride and joy when one member reaches beyond high school. Education is respected but not fully understood--since most Mexican-American adults do not have more than fourth grade education. (2) Many share a humility born of years of subservient status and landlords--mingled with spirit and sincerity, a belief that education is reserved generally for the wealthy or more fortunate. (3) Many believe that the school is hardly the place to go for advice and aid; the language barrier is always a problem to parents usually called to school because of their child's behavior, attendance record, appearance, or performance.

If we could start over again in order to erase past conflicts and poor administrative practices, we would avoid those actions which have produced so many dropouts and promoted indifference among these parents. Since we cannot turn the clock back, perhaps we can alleviate the situation by introducing parent education programs whereby involved parents will become images or examples for children to see and follow. The following could be tried: Conducting meetings in Spanish if so desired by those in attendance and scheduling classes away and apart from normal school facilities and buildings --such as in a place within the neighborhood--readily accessible.

Lastly, let us refrain from believing all those sayings about Mexican superstitutions and mores which were, and are as yet, invented for the benefit of naive Anglo term paper or thesis writers whose past claim of association with these people is the purchase of a few tacos or burritos at the corner hot-dog stand!

May I thank you all for the opportunity and privilege of speaking to this gathering. I hope I have in some measure given you a brief glance at the status of the "Mexico-Americano" in the California scene.

ERIC Clearinghouse
JAN 14 1969
on Adult Education